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ABSTRACT

The primary purpose of this project is stated to be to meet the expressed need for a more complete and continuous program of high school orientation for eighth grade students about to matriculate into high school. In order to achieve the objectives, a wide range of personnel, including elementary and high school teachers, school counselors, administrators, parents, and community representatives, along with the students were involved in this program. The narrative report is separated into sections which deal with such topics as feeder schools, objectives of the project, program activities, evaluation format; evaluation check list tables, findings, follow-up study, summary of findings, conclusions, sample evaluation sheets; change in the local educational agency and cooperating agencies; project continuation; and dissemination activities. The analysis of findings is organized on the basis of the six objectives of this program and the third year follow-up study of the students involved in this project. The tables for all three years of the project are included in the analysis. In the discussion of each objective, the original (first year) objective is stated, followed by the objective utilized during the remaining two years. (Author/AM)

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Area High School Prep Centers

End of Project Report

Elementary and Secondary Education Act
Title III

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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James F. Redmond
General Superintendent of Schools

Board of Education of the City of Chicago

July 1974

ED 015 643

Contents

Part I - Statistical Report

Part II - Narrative Report

Section I (Prepared by Drs. Frerichs and Thompson)

Introduction..... 1
Feeder Schools..... 4
Objectives of Project..... 5
Program Activities..... 9
Evaluation Format.....11

Section II (Prepared by Drs. Frerichs and Thompson)

Evaluation Check List Tables.....13
Findings.....52
Follow-up Study.....70
Summary of Findings.....74
Conclusions.....78
Sample Evaluation Sheets.....81

Section III

Change in the Local Educational Agency.....92
Cooperating Agencies.....92

Section IV

Project Continuation.....94

Sections V-VII

Dissemination Activities.....94

Part I - STATISTICAL DATA

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Title III ESEA Section
316 South Second Street
Springfield, Illinois 62706

TITLE III, ESEA, STATISTICAL DATA

SECTION I – PROJECT INFORMATION

A. REASON FOR SUBMISSION OF THIS FORM (Check one)

☐ 1. INITIAL APPLICATION FOR TITLE III GRANT ☐ 2. RESUBMISSION ☐ 3. APPLICATION FOR CONTINUATION GRANT ☒ 4. END OF BUDGET PERIOD REPORT

B. ILLINOIS GRANT NUMBER (In all cases except initial application, give assigned Illinois Grant Number)

C. MAJOR DESCRIPTION OF PROJECT: (Check one)

☐ 1. INNOVATIVE ☒ 2. EXEMPLARY

D. TYPE(S) OF ACTIVITY (Check one or more)

☐ 1. PLANNING ☐ 2. CONDUCTING PILOT ACTIVITIES ☒ 3. OPERATION OF PROGRAM

E. PROJECT TITLE

Area High School Prep Centers

F. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT

To develop in each of Chicago's three school administrative areas a model center designed to facilitate the transition of graduates of feeder elementary schools to the local high school. One class from each of three feeder schools assembled at the Area High School Prep Center for a three week period to participate in developing effective programs of orientation to the high school environment.

G. NAME OF COUNTY
Cook

H. NAME OF APPLICANT (Administrative District)
Board of Education of the City of Chicago

PHONE (Include Area Code)
312-641-4141

I. ADDRESS (Street, City, Zip Code)
228 North LaSalle Street, Chicago, Illinois 60601

J. PROJECT DIRECTOR
Virginia Giles

OFFICE PHONE (Include Area Code)
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Dr. James F. Redmond

OFFICE PHONE (Include Area Code)
312-641-4400

M. OFFICE ADDRESS (Street, City, Zip Code)
228 North LaSalle Street, Chicago, Illinois 60601

N. TYPE OF PROPOSAL (Check one or more)

☐ PROGRAM FOR HANDICAPPED ☒ DEMONSTRATION PROGRAM ☐ NEITHER

PERCENTAGE OF EXPENDITURES FOR HANDICAPPED %

O. AVERAGE PER PUPIL (ADA) EXPENDITURE (first preceding year)
1,000

AVERAGE PER PUPIL (ADA) EXPENDITURE (second preceding year)
970

P. DISTRIBUTION OF STUDENTS BY AREAS SERVED

2,988 Inner City
____ Pre-Kindergarten Program
____ Geographically Isolated Areas
____ Program for Handicapped
2,490 Program for Minority Group
2,490 Other

Q. OF THE TOTAL NUMBER OF PERSONS SERVED GIVE THE PERCENTAGE OF CHILDREN WHICH COME FROM FAMILIES WITH ANNUAL INCOMES OF:

1. 0 % $2000 or less
2. 23 % $2001 - $3000
3. 77 % over $3000

DATE SUBMITTED

SIGNATURE OF SUPERINTENDENT (Administrative District)

OSPI 66-05 (3/72) *(Formerly OSPI 50-03-104)*

SECTION II – PROJECT SUMMARY FOR PROJECT (Include amount from item G, Section II)

	ILLINOIS GRANT NO	BEGINNING DATE	ENDING DATE	FUNDS REQUESTED
A. ORIGINAL APPLICATION OR SUBDIVISION	155-1-72	7-1-71	6-30-72	289,06[illegible]
B. APPLICATION FOR FIRST CONTINUATION GRANT	155-2-73	7-1-72	6-30-73	273,62[illegible]
C. APPLICATION FOR SECOND CONTINUATION GRANT	155-3-74	7-1-73	6-30-74	271,[illegible]15
D. TOTAL TITLE III FUNDS				835,29[illegible]
E. END OF BUDGET PERIOD REPORT				

Complete Item F only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested.

F. TYPE OF FUNCTION (Check applicable items)
☐ REMODELING OF FACILITIES ☒ LEASING OF FACILITIES

G. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
3,415,000	12,600	

SECTION III – ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

A. PROJECT ENROLLMENT AND PARTICIPATION		GRADES							ADULT (Exclude Teachers)	OUT OF SCHOOL YOUTH	TOTAL	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING (PRE-SERVICE)
		PRE-K	K	1	2	3	4-6	7-12				
1. School Enrollment in Geographic Area Served	(a) Public	5904	41995	41731	41872	49433	148851	223619				
	(b) Non-Public	3200	4700	13000	13500	13600	51000	84000				
2. Persons Participating in Project	(a) Public							2750			2750	85
	(b) Non-Public							250			250	2
	(c) Not Enrolled											

B. TOTAL NUMBER OF PARTICIPANTS BY ETHNIC GROUP (Applicable to figures given in item above)

WHITE	NEGRO	AM. INDIAN	PUERTO RICAN	ORIENTAL	MEX. AMERICAN	OTHER (Specify)	TOTAL
1410	840	15	360	75	300		3000

C. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT	RURAL		METROPOLITAN AREA		
	FARM	NON FARM	CENTRAL CITY LOW SOCIO ECONOMIC AREA	SUBURBAN	OTHER
PERCENT OF TOTAL NUMBER SERVED			45		55

SECTION IV – PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

A. PERSONNEL PAID BY TITLE III FUNDS	STAFF ASSIGNED TO PROJECT: FULL-TIME	PART-TIME	FULL-TIME EQUIVALENT
1. ADMINISTRATION SUPERVISION	1	2	1.5
2. TEACHERS (a) Pre Kindergarten			
(b) Kindergarten			
(c) Grades 1-6			
(d) Grades 7-12	6		6.0
(e) Other			
3. SUBJECT MATTER SPECIALISTS (Artists, Scientists)			
4. TECHNICIANS (Audio-visual, Computer Specialists)			
5. PUPIL PERSONNEL WORKERS (Counselors, etc.)			
6. MEDICAL AND PSYCHIATRIC PERSONNEL		2	.1
7. RESEARCHERS, EVALUATORS			
8. PLANNERS AND DEVELOPERS			
9. DISSEMINATORS (Writers, Editors, P.R. Personnel)		1	.25
10. OTHER PROFESSIONAL			
11. PARAPROFESSIONAL (Teacher Aids)	1		1.1
12. OTHER NON-PROFESSIONAL (Clerical, Bus Drivers)		2	.5

B. NUMBER OF CONSULTANTS TO BE PAID BY TITLE III FUNDS: 5

TOTAL CALENDAR DAYS RETAINED:

Part II

Narrative Report

Sections I and II

A THREE-YEAR EVALUATION OF THE TITLE III E.S.E.A. AREA PREP CENTERS

DEPARTMENT OF GOVERNMENT

FUNDED PROGRAMS

BOARD OF EDUCATION

CITY OF CHICAGO

Prepared by:

Dr. Allen H. Frerichs and Dr. Michael L. Thompson

Co-Directors of the Three-Year Evaluation

of the Title III E.S.E.A.

Area Prep Centers

ACKNOWLEDGMENTS

The outside evaluators, Drs. Allen H. Frerichs and Michael L. Thompson, wish to express gratitude for the generous cooperation given to them by the many personnel involved with the Area Prep Centers.

The Department of Government Funded Programs, Board of Education, City of Chicago, was a source of assistance, direction, and support. Special recognition is given to Mr. Clifford Claiborne, Director of Chicago Title III Programs, for his assistance in the initiation and continuance of this project over the past three years. Mrs. Virginia Giles, Director of the Area Prep Centers, for the past two years gave generously of her time to work with the evaluators. Her wise counsel, support, and leadership were deeply appreciated. The assistance of Dr. Ed Kosell, Director of this project for the first year, was most useful in setting the foundation for the evaluation of the Centers.

The staff members at each Center through these years were most helpful in evaluating the program. The doors to the Centers were always open, and they had the vital task of distributing, collecting, and tallying the data obtained from various sources.

A word of thanks is also due to the many parents, community members, and students whose help made this project possible.

FINAL EVALUATION OF AREA PREP CENTERS INCLUDING

THIRD YEAR REPORT 1973-74

Introduction

The Area Prep Centers, funded by E.S.E.A. Title III, completed its third and final year of operation in June 1974. This project was initiated during the first semester, 1971. The third year culminated this activity, and it was terminated in June, 1974 as an E.S.E.A. Title III funded project. The Application for Continuation Grant was submitted in both 1972 and 1973 and both were approved for the second and third year of funded operation.

The basic concept of the original proposal, for funding under Public Law 89-10, as amended Title III Elementary and Secondary Education Act, remained unchanged throughout the three years that this program has operated.

The primary purpose of the project Area High School Prep Centers was to meet the expressed need for a more complete and continuous program of high school orientation for eighth grade students about to matriculate into high school. In order to achieve the objectives of the Prep Centers as expressed in the primary purpose a wide range of personnel was involved in this program. These personnel included elementary and high school teachers, school counselors, administrators, parents, and community representatives along with the students.

The need for more adequate preparation of eighth grade students for their high school experience was originally identified by the Area Associate Superintendents of the Chicago Public Schools. The expressed need was further supported by the District Superintendents, principals throughout the city, Bureau of Pupil Personnel and Human Relations representatives, Community Education Councils in

the target areas, Parent-Teacher Associations, the United Concerned Parents, Teachers, Citizens, Organizations of the West Side, the Puerto Rican Congress, and non-public school personnel.

Freshman counselors indicated in a survey conducted by members of the writing committee that incoming beginning high school students had many apprehensions about entering the ninth grade. The concerns actually centered on insufficient knowledge about the educational programs offered beyond the eighth grade in the Chicago Public Schools. The lack of knowledge by students focused on factors associated with building size, complexity of the curriculum, wide variety of backgrounds among their fellow students, student-teacher-counselor relationships, and knowledge about co-curricular programs. Much concern was expressed about the knowledge students had about careers. If the students had firm ideas about different occupations, their high school program could very well become more meaningful and goal directed. These concerns were in part a response of increased interest in attending high school by students, accentuated geographical and social mobility, greater awareness by minorities about educational opportunities, and increasingly greater value given to obtaining a quality education.

Additionally, interests in the needs of young adolescents, previously neglected, have received increased national attention. As the youths attain the 12-14 year old age range, they must learn to adjust to an increasingly fluid and diffuse environment. They encounter a wide range of academic knowledge in school; peers from different backgrounds play a greater role in their lives; and the expectations on the part of adults, including professional educators, change and become more complex. Educators are making great efforts to meet the challenges that face young adolescents as they are about to enter high school. The articulation from elementary school or the upper grade centers to high school

is a vital matter to youth, parents and professional educators in Chicago. The survey by the freshman counselors along with the efforts of many other individuals and groups too numerous to mention assisted in bringing the issue of high school articulation for young adolescents to the forefront.

As an outcome of the study by the groups referred to in the preceding paragraph, a list of critical educational needs were identified.

a. A program directed at facilitating the transition of eighth grade students from public and non-public feeder schools to the public high school in a specific attendance area;

b. An intensive and sustained program designed to motivate students to complete their secondary education;

c. A more effective means to develop greater parental participation in the educative process;

d. Development of innovative teaching methods to aid instructors in understanding the social issues that affect the learning process;

e. An independent center to develop and implement programs of activities designed to meet the critical educational needs of sutdents in selected target areas.

The Project

Each of the three Chicago Public School districts organizational areas (A, B, and C) established one model Area High School Prep Center. The three high schools participating in this program were Morgan Park High (Area A), Farragut High (Area B), and Senn High (Area C). The respective feeder elementary schools of each of the three high schools enrolled eighth graders at the Area Prep Center. Students from non-public elementary schools who planned to enter any one of the three target high schools were designated for this pilot program of Prep Centers by the respective Area Associate Superintendent of Schools. The selection of the specific school was based on the expressed needs and interests of students, parents, teachers and interested citizens of the community. The

schools which participated in this project are listed on Table 1, 2, and 3 by organizational area. It is noted that most schools participated in the program all three years.

Table 1

Area A Feeder Schools for Prep Center

Public Schools	
Barnard	Sutherland
Clissold	Vanderpoel
Esmond	
Green	Nonpublic
Kellogg	
Mount Greenwood	Christ the King
Shoop	St. Barnabas
	St. Cajetan
	St. John Fisher

Table 2

Area B Feeder Schools for Prep Center

Public Schools	
Bryant	McCormick
Burns	Penn
Corkery	Shepherd
Gray	Spry
Hess	Whitney
Magellan	
Mason	Nonpublic
	Our Lady of Perpetual Help

Table 3

Area C Feeder Schools for Prep Center

Public Schools	
Brennemann	Stone
Goudy	Swift
Hayt	Trumbull
LeMoyne	
McCutcheon	Nonpublic
Peirce	
Stockton	St. Ita
	St. Thomas of Canterbury

Objectives of the Project

The objectives of this E.S.E.A. Title III funded program remained substantially the same over the three-year duration of the project. However, the objectives were restated to provide more refined measurability when the second application for continuation grant was submitted for approval in 1972.The restated objectives were approved and maintained for the second and third years of the project. The objectives specifically identified the accountability phases of the program for the outside evaluators.

Both the original (first year) and restated objectives (second and third years) objectives are listed below. Six objectives were formulated to provide the guidelines and goals for the successful and measurable operation of the Area Prep Centers program. In each case the restated and final objective is presented first and followed by the original objective which was in operation during the first year of the project.

1. The pupil will demonstrace that he has developed a sense of harmony and interdependence among students from a variety of feeder elementary schools in the target area by checking more positive answers on the post-test student questionnaire than on the pre-test

questionnaire.

Original Objective:

To promote a sense of harmony and interdependence among students from a variety of feeder elementary schools in the target attendance area through combined classes for two and three periods of time.

2. Parents and feeder-school teachers will obtain information and knowledge about the local high school intended to facilitate the children's transition from elementary to high school. More than one-half of the responses by parents and feeder-school teachers will be positive on items in a questionnaire designed to evaluate this objective.

Original Objective:

To facilitate the transition from elementary to high school by initiating student, parent, and teacher contact among high school feeder schools.

3. The parents and teachers will demonstrate that they have increased their effectiveness in guiding pupils to make the adjustment to high school by checking more positive answers on the post-attitudinal survey than on the pre-survey.

Original Objective:

To increase the effectiveness of parents and teachers in guiding children in making the adjustment to high school through cooperative participation in educational activities.

4. The student will demonstrate knowledge of available career opportunities by checking 75 percent of the correct responses on a career knowledge test.

Original Objective:

To stimulate student interest in a variety of job opportunities through exposure to available vocational and occupational programs.

5. Parents will demonstrate knowledge of activities at the Prep Center and their children's attitudes and awareness of the local high school and its curricula through their direct participation in center activities and/or feedback from their children. Parents' responses will take the form of oral communication to center staff or the

completion of a written questionnaire specifically designed for the purpose.

Original Objective:

To improve the communication process among parents, students, and teachers through mutually-attended classroom workshops that are devoted to an examination of the personal and social problems that affect students' success in school.

6. Progress will be made toward developing a model center in each area, applicable to and expandable to other communities and school districts. A measure of this progress will be gained from a questionnaire designed for the purpose and administered to members of the Center Advisory Council, Center coordinators, teachers, teacher aides, and participating high school counselors.

Original Objective:

To develop a model center in each area that will be applicable to and expandable to other communities and school districts.

General Operating Procedures

Each Area Prep Center accommodated eighth grade students from feeder schools listed in Tables 1, 2, and 3. The pupils attended the Area Prep Center for a three-week session. Each session at a Prep Center enrolled one class from each of three feeder schools with an approximate enrollment of 90 to 100 students per session. Each feeder school provided a teacher for the session and as many as ten parents participated in various parts of the instructional program during a session.

It was decided to operate the sessions for three weeks after the first year. During the first year of funded operation, one center (Area B) accommodated three classes of approximately thirty students and three teachers for three weeks per session; while Areas A and C held each session for two weeks. This provided one academic year for a "time in Center comparison" of two vs. three-week periods (adequacy of program coverage). Recommendations from center coordinators, center teachers, aides and feeder school teachers

indicated a strong disposition toward having three-week sessions. The sessions of this duration provided more time for the adequate study. Additionally, this longer session enabled students to gain greater confidence and facility to interact with students from other schools. Data collected during the first year of funded operation supported these recommendations as did the conclusions drawn by the outside evaluators.

The participating eighth graders were bussed to and from their assigned centers. They were accompanied by their building teachers. The three feeder school classes were regrouped at the centers to create new classes so that students from all three schools were in each class. This procedure allowed each child increased opportunities to interact with fellow students from the other two schools. This assimilation permitted much more free social and intellectual exchange which permitted them to gain experience in working and living with students from backgrounds other than that available in their own school classes.

These classes began 9:15 daily, which allowed students, teachers and participating parents sufficient time to travel by bus from the feeder schools to the centers. Students returned to their home schools at 2:00 p.m. for the final instructional period and dismissal. The pupils remained at the center for their lunch period except on occasion when they had their noon meal at the field location.

Center Staff

During the first year of operation, each of the three centers was provided with the following staff for the execution of its functions.

Center Coordinator:	overall responsibility for the functioning of the center.
Center Teacher:	served as the team leader for the instructional program.

Center Teacher-Aide:	assisted the teachers in preparing and supervising learning activities and worked with parents involved in the on-going program.
Center Clerical Help:	maintained office records, correspondence, and typed.

During the second and third year of operation the staffing organization underwent minor changes. Area B had the coordinator and center Teacher as its permanent staff. The other two areas had clerical help funded from other sources. Only Area A had a teacher aide. Lack of funds was the factor associated with the change in the staffing organization at the three centers.

Success of the Area Prep Centers could obviously be attributed to many factors, but certainly one of them could be the small turnover of the core staff (center coordinators and center teachers) at the three centers. At Area A, the Center Coordinator has held the position for the last two years of the project. Otherwise, the staff remained the same. This also would indicate to the outside evaluators that the morale factor was high because of the excellent cooperation and support the Center received from the Department of Government Funded Programs, local schools, parents and students.

Program Activities

The Area Prep Center programs focused on offering eighth graders an opportunity to participate in an intensive three-week session in preparation for high school. As stated in the Chicago Principals Reporter (Spring 1973), (p. 16), "Not a Parent Interview Day, but a full three weeks of high school prepareness activities are provided for eighth graders of the feeder schools of three Chicago high schools. Using both traditional and innovative activities designed to provide a comprehensive and sustained program of orientation, the Area High School Prep Centers are bridging the gap between elementary and high schools."

At each center, the instructional program included a continuation of the regular academic curriculum extending the fundamental skills in English, mathematics, and social science. A special urban studies component involved selected field class experiences in support of academic instruction in order to broaden students' understanding of the local community and its relationship to the total metropolitan community. The academic instruction served as a basis to develop an expanded curriculum. The total curriculum allowed the students to explore the community in which they live and the high school in which they will enroll. The program with its emphasis of understanding the community was given a personal emphasis for the students with the study of careers and occupational information. This enabled the pupils to understand their relationships with the community and, specifically, with their high school program.

A film library, focusing on career education, has been established at each of the centers. Extensive use of visual aids helped the students gain a wider perspective of knowledge than they were learning. The utilization of media was instrumental in developing a better organized curriculum over the three-week period of each session.

To implement the innovative program of the Area Prep Center concept, flexibility was a key factor in the instructional program at each of the centers. The needs of the student within each community were held paramount in the instructional program. This flexibility also allowed for a continuous development of instruction which met the students' needs and interests.

To gain a greater understanding of the local high school, the eighth graders visited freshman classes in order to acquaint themselves with the dynamics of the institution. High school counselors and teachers were always available for both student and parent group guidance. Special efforts were made to involve

students from the high school to show the Area Prep Center students extra-curricular programs in order to encourage greater participation when the eighth graders enter high school.

The program emphasized the necessity of understanding their high school education as part of maturing and developing in a community which included businesses, government agencies, health care facilities, community organizations and the people who live within the particular environs. One response to this effort to gain a community perspective toward their educational program was field trips. The trips served many purposes. They provided opportunities to observe the work world in order to gain a more realistic perception of their own careers. They visited agencies which are concerned with assisting people with a multitude of problems. The trips also met the goal of allowing the students to view many parts of the city of Chicago not readily available to most of the children participating in the Area Prep Center program.

Human relations consultants worked with the staff and teachers at each center to develop procedures to meet the needs and concerns of the students from the various feeder schools. Teacher-parent-student seminars were conducted to prepare students for a smooth transition to high school, examining personal and social problems that affect their success in school. Each center had an Advisory Committee to assist in program planning. The project advisory council assisted the project director in the development of overall direction of the project to share ideas and information, and functioned as a prime disseminator of project activities.

Evaluation Format

In addition to on-site visits, the outside evaluators constructed a series of instruments to measure the various aspects of the Area Prep Centers' programs. The instruments were changed to some extent each year. At the end

of the first year (1971-72), the objectives, as previously stated had minor revisions. To reflect these changes, several instrument revisions were completed. At the end of the second year (1972-73), the instrument format had several minor changes. The information listed on Tables 4, 5, and 6 offer the reader four sources of information.

1. Title of evaluation instrument;
2. the objectives tested by each of the instruments;
3. the administration schedule;
4. identification of the population who responded to each of the instruments.

Changes in the instruments will be noted in the analysis of the findings. The basic format of instruments developed in 1971-72 were maintained over the total time span of the project.

Immediately following tables 4, 5, 6 are the remainder of Tables 7 through 30. This latter group of tables shows the data collected from the respondents after table 30 on page 52. The chapter "Findings" will include an analysis of the data in the tables.

TABLE 4 (1971-72)
EVALUATION CHECK LIST
AREA HIGH SCHOOL PREP CENTERS -- TITLE III, ESEA

Title of Evaluation Instrument	Code	Administration Times	Group being Evaluated
What Do You Think About Your Prep Center Program?	Obj. 1-Pre	First day of each 2 or 3 week session	Students
Your Feelings About the Prep Center Programs?	Obj. 3-Pre	First day of each 2 or 3 week session	Students
What Do You Think About Your Prep Center Program?	Obj. 1-Post	Last day of each 2 or 3 week session	Students
Your Feelings Now About the Prep Center Program?	Obj. 3-Post	Last day of each 2 or 3 week session	Students
Your Knowledge About Jobs?	Obj. 4	Last day of each 2 or 3 week session	Students
How Do You Feel About the Prep Centers?	Obj. 5	Between May 30 and June 2	All Feeder School Teachers
Parental View of the Prep Center Program?	Obj. 2, 5	Wednesday or Thursday of last week of each 2 or 3 week session	Parents
School and Community View About the Prep Center Program?	Obj. 6	Week of March 6; again to same respondents the week of May 22	Permanent center teacher, Center Advisory Council, School-aide, High school counselors. Center coordinators

NOTE: The summary for each evaluation instrument is due in my office within two or three days after administration. Please provide me with two copies; keep a copy in your files. All questionnaire data completed by respondents is to be properly labelled and retained by each center for possible future audit.

Edward J. Kosell - February 10, 1972

TABLE 5 (1972-73)
EVALUATION CHECK LIST
AREA HIGH SCHOOL PREP CENTERS -- TITLE III, ESEA

Title of Evaluation Instrument	Code	Administrative Times	Group being Evaluated
Student Reactions to the Prep Center Program	Obj. 1, 3-Pre	First day of each session	Students
Student Reactions to the Prep Center Program	Obj. 1, 3-Post	Last Day of each session	Students
Teachers Views About the Prep Center Program	Obj. 3-Pre	First Day of session	Teachers
Teachers Views About the Prep Center Program	Obj. 2, 3	Last day of session	Teachers
Parental Views of the Prep Center Program	Obj. 3-Pre	First day of session	Parents
Parental Views of the Prep Center Program	Obj. 2, 3, 5	Last day of session	Parents
Your knowledge about occupations	Obj. 4	Last day of session	Students
School and Community Views about the Prep Center Program	Obj. 6	By March 1, 1973	Permanent Center teacher, Center Advisory Council, School-aide, High School Counselors, Center Coordinator

TABLE 6 (1973-74)
EVALUATION CHECK LIST
AREA HIGH SCHOOL PREP CENTERS -- TITLE III, ESEA

Title of Evaluation Instrument	Code	Administrative Times	Group Being Evaluated
Student Reactions to the Prep Center Program	Obj. 1, 3-Pre	First day of each Session	Students
Student Reactions to the Prep Center Program	Obj. 1, 3-Post	Last day of each session	Students
Teachers Views About the Prep Center Program	Obj. 2, 3	Last day of session	Teachers
Parental Views of the Prep Center Program	Obj. 2, 3, 5	Last day of session	Parents
Our Knowledge About Occupations	Obj. 4	Last day of session	Students
School and Community Views About the Prep Center Program	Obj. 6	April 1, 1974	Permanent center teacher, Center Advisory Council, School-aid, High School Counselors, Center coordinator
Follow-up Evaluation		April 1, 1974	Students in three local high schools who attended area Prep Centers

TABLE 7 (1971-72)
WHAT DO YOU THINK ABOUT YOUR PREP CENTER PROGRAM?
(PRE-TEST)

Item No.	Item	Response	Frequency	%
1.	Are you satisfied with being placed with students from other schools?	1. I am well satisfied	441	28.8
		2. It is OK.	1007	65.6
		3. I am not satisfied	85	5.6
2.	Do you enjoy your home school?	1. Yes	1274	91.6
		2. No	255	8.4
3.	Do you believe that you will enjoy going to school at the Prep Center?	1. Yes	1348	88.4
		2. No	176	11.6
4.	Do you think the things you will be doing at the Prep Center will help you in high school next fall?	1. Yes	1318	86.0
		2. No	215	14.0
5.	Do you think you will like to travel by bus to the Prep Center	1. Yes	1305	85.0
		2. No	226	15.0
6.	Do you believe that you will make friends with students from other schools?	1. Yes	1369	92.5
		2. No	110	7.5
7.	Do you feel that students of different races or backgrounds will treat each other kindly and fairly?	1. Yes	1249	84.0
		2. No	236	16.0
8.	When you heard that you were going to the Prep Center, how did you feel about it?	1. Happy	817	55.0
		2. Didn't care	461	31.0
		3. Worried	71	4.7
		4. Other (Please specify)_____	142	9.4
9.	Do you understand why you are at the Prep Center?	1. Yes	976	65.2
		2. Somewhat	412	27.5
		3. No	107	7.2
10.	Do you know the type of school work you will do at the Center?	1. Yes	312	21.7
		2. To a certain extent	676	47.1
		3. No	447	31.1
11.	Do you think students from other schools will treat each other kindly and fairly?	1. Yes	1211	83.0
		2. No	246	17.0
12.	Do you look forward to attending a class at your local high school?	1. Yes	1270	86.0
		2. No	205	14.0

TABLE 8 (1971-72)
WHAT DO YOU THINK ABOUT YOUR PREP CENTER PROGRAM?
(POST-TEST)

Item No.	Item	Response	Frequency	%
1.	Were you satisfied with being placed with students from different schools?	1. Well satisfied	649	46.7
		2. It is OK	664	47.8
		3. I am not satisfied	78	5.6
2.	Did you enjoy going to the Prep Center as much as going to your own school?	1. Yes, I enjoyed the Prep Center more	782	55.2
		2. About the same	363	26.2
		3. Not as much	260	18.6
3.	Do you think the things that you did at the Prep Center will help you to get started in high school next fall?	1. Yes	1028	73.4
		2. No	372	26.6
4.	Do you think that going to the Prep Center was a good experience?	1. Yes	928	66.3
		2. Somewhat	390	27.8
		3. No	90	6.1
5.	Do you feel that students of different races or backgrounds treated each other kindly and fairly?	1. Yes	850	60.0
		2. Usually	420	29.5
		3. No	153	10.7
6.	Did you get to know students from other schools?	1. Many	711	50.8
		2. A few	640	45.7
		3. None	47	3.5
7.	Do you understand why you were asked to go to the Prep Center?	1. Yes	1212	85.8
		2. No	202	14.3
8.	How satisfied are you with your experiences at the Prep Center?	1. Well satisfied	583	41.3
		2. Satisfied	663	47.0
		3. Not well satisfied.	166	11.7
9.	Do you think the things you did in connection with your local high school were useful?	1. Yes	1009	73.0
		2. No	37[illegible]	27.0
10.	Do you think students from other schools treated each other kindly and fairly?	1. Yes	788	56.3
		2. Usually	438	31.2
		3. No	181	12.5
11.	After visiting your local high school do you feel more confortable about going there next fall?	1. Yes	509	38.7
		2. Somewhat	281	21.5
		3. No	104	8.0
		4. I plan to attend high school elsewhere	420	31.8

TABLE 9 (1971-72)
YOUR FEELINGS ABOUT THE PREP CENTER PROGRAM
(PRE-TEST)

Item No.	Item	Response	Frequency	%
1.	I plan to attend:	1. The local public high school.	908	58.6
		2. The public vocational high school.	260	17.0
		3. A private or parochial high school.	380	24.4
2.	Why? (Check all that apply.)	1. My friends will go there.	629	21.6
		2. My parents want me to go.	524	18.0
		3. To prepare for college or a job.	543	18.6
		4. My older brother(s) or sister(s) go there.	325	11.1
		5. The high school has a good reputation	501	17.2
		6. Other	392	13.5
3.	How do your parents feel about your going to the local high school?	1. They talk to me a lot about it	429	28.8
		2. We seldom talk about it.	202	13.6
		3. It is just expected that I will go there	416	28.0
		4. I don't know.	441	29.7
4.	Who do you think most of your friends will be when you go to high school next year?	1. My present elementary classmates.	442	28.9
		2. Friends from other schools at the Prep Center	245	16.0
		3. I don't know.	844	55.0
5.	Do you know where the high school you plan to attend is located?	1. Yes	1322	84.6
		2. No	228	15.4
6.	Do you know any teachers or counselors at the high school you plan to attend?	1. Yes	502	32.5
		2. No	1044	67.5
7.	What type of program or course do you hope to follow at the high school you will attend?	1. General education program	497	33.1
		2. Program for college preparation	438	29.2
		3. Vocational educational program	147	9.8
		4. I don't know	414	27.7
8.	Which of the following activities interest(s) you? (Check one or more.)	1. School sponsored clubs	405	18.5
		2. Special activity classes, (band, chorus, etc.)	562	25.7
		3. Athletics	910	41.6
		4. Student-teacher-community relationships (student government, community council, etc.	312	14.2
9.	How well are you acquainted with the building at the high school you will attend?	1. Very well	224	14.5
		2. O.K.	603	39.0
		3. Not well acquainted	727	46.5

(Continued on next page)

TABLE 9 (1971-72)
YOUR FEELINGS ABOUT THE PREP CENTER PROGRAM
(PRE-TEST)
(Continued from preceding page)

Item No.	Item	Response	Frequency	%
10.	Do you think your visits to the local high school will be useful?	1. Yes	1268	85.0
		2. No	226	15.0
11.	What do you think of your local high school?	1. I think it is a great place.	290	18.3
		2. I fear going there.	138	8.7
		3. I know little or nothing about it.	238	15.0
		4. I think it is O.K.	812	51.3
		5. Other	106	6.7

TABLE 10 (1971-72)
YOUR FEELINGS NOW ABOUT THE PREP CENTER PROGRAM
(POST-TEST)

Item No.	Item	Response	Frequency	%
1.	I plan to attend:	1. The local public high school.	928	63.3
		2. The public vocational high school	218	14.9
		3. A private or parochial high school	321	21.8
2.	Why? (Check all that apply.)	1. My friends will go there.	595	21.8
		2. My parents want me to go.	537	19.0
		3. To prepare for college or a job.	512	18.1
		4. My older brother(s) or sister(s) go there	303	10.7
		5. The high school has a good reputation.	446	15.8
		6. Other	430	15.4
3.	How do your parents feel about your going to the local high school?	1. They talk to me a lot about it.	479	31.4
		2. We seldom talk about it.	333	21.6
		3. It is just expected that I will go there.	385	25.2
		4. I don't know.	329	21.6
4.	Who do you think most of your friends will be when you go to high school next fall?	1. My present elementary classmates	502	32.7
		2. Friends from other schools at the Prep Center	281	18.3
		3. I don't know.	751	49.0
5.	Do you know where the high school you plan to attend is located?	1. Yes	1307	91.0
		2. No	159	9.0
6.	Do you know any teachers or counselors at the high school you plan to attend?	1. Yes	663	45.2
		2. No	802	54.8
7.	What type of program or course do you hope to follow at the high school you will attend?	1. General education program.	540	36.0
		2. Program for college preparation.	416	27.7
		3. Vocational education program	172	11.5
		4. I don't know	373	24.8
8.	Which of the following activities interest(s) you? (Check one or more)	1. School sponsored clubs	438	22.0
		2. Special activity classes (band, chorus, etc.)	543	27.3
		3. Athletics	755	38.0
		4. Student-teacher-community relationships (student government, community council, etc.)	253	12.8
9.	How well are you acquainted with the building at the high school you will attend?	1. Very well	302	20.9
		2. O.K.	592	40.9
		3. Not well acquainted	554	38.2
10.	Did you find your visits to the local high school useful?	1. Yes	969	71.0
		2. No	396	29.0

(Continued on next page)

TABLE 10 (1971-72)
YOUR FEELINGS NOW ABOUT THE PREP CENTER PROGRAM
(POST-TEST)
(Continued from preceding page)

Item No.	Item	Response	Frequency	%
11.	What do you think of your local high school?	1. I think it is a great place.	404	26.2
		2. I fear going there.	142	9.2
		3. I know little or nothing about it.	234	15.2
		4. I think it is O.K.	624	40.5
		5. Other	136	8.8
12.	Did you find the field trips worth while?	1. Yes	1173	82.7
		2. No.	248	17.3
13.	What high school do you plan to attend?			

TABLE 11 (1972-73)
STUDENT REACTIONS TO THE PREP CENTER PROGRAM
(PRE-TEST)

Item No.	Item	Response	Frequency	%
1.	I plan to attend:	1. Local public high school	1294	60.3
		2. Public vocational high school	265	12.3
		3. A private or parochial high school	477	22.2
		4. Other. Please specify _____	110	5.1
2.	Do you believe that you will enjoy going to school at the Prep Center?	1. Yes	1924	90.4
		2. No	205	9.6
3.	Will you be satisfied with being at the Prep Center with students from other schools?	1. I am well satisfied	769	36.6
		2. It is OK	1218	58.0
		3. I am not satisfied	116	5.4
4.	Do you think at this time that going to the Prep Center will help you to get along with other students when you go to high school?	1. Yes	1878	88.6
		2. No	243	11.5
5.	Do you feel that students of different races or backgrounds will treat you kindly and fairly?	1. Yes	1814	85.9
		2. No	299	14.2
6.	Do you believe that students from other schools will treat each other kindly and fairly?	1. Yes	1925	84.6
		2. No	350	15.3
7.	Do you think that the things you will study and learn at the Prep Center will be useful in helping you understand high school better?	1. Yes	2009	91.7
		2. No	181	8.2
8.	Do you know why you are attending the Prep Center?	1. Yes	2012	91.2
		2. No	194	8.8
9.	What type of program of courses do you hope to follow at the high school you will attend?	1. General Education program	548	25.5
		2. Program for college preparation	472	22.0
		3. Vocational education program	180	8.3
		4. I don't know	946	44.1
10.	Do you think you will enjoy attending the local high school next year?	1. Yes	1440	65.7
		2. No	126	5.5
		3. I don't plan to attend the local high school	627	28.6
11.	What do you think of your local high school?	1. I think it is a great place.	417	18.9
		2. I know little about the school.	548	24.8
		3. I think it is OK	943	42.6
		4. I do not like the school	304	13.7
12.	How do your parents feel about your going to the local high school?	1. We frequently talk about it	441	20.2
		2. It is just expected that I will go.	541	24.7
		3. We seldom talk about it.	273	12.5
		4. I don't know.	380	17.4
		5. I don't plan to attend the local high school	553	25.3
13.	Are you looking forward to visiting a class at your local high school while you are at the Prep Center?	1. Yes	1901	87.0
		2. No	285	13.0

TABLE 12 (1972-73)
STUDENT REACTION TO THE PREP CENTER PROGRAM
(POST-TEST)

Item No.	Item	Response	Frequency	%
1.	I plan to attend:	1. Local public high school	1160	58.5
		2. Public vocational high school	307	15.5
		3. A private or parochial high school	409	20.6
		4. Other. Please Specify _____	108	5.4
2.	Did you enjoy going to school at the Prep Center?	1. Yes	1716	85.9
		2. No	283	14.1
3.	Were you satisfied with most of the students from the other schools while you were at the Prep Center?	1. Yes	1694	84.0
		2. No	330	16.3
4.	Do you think that going to the Prep Center will help you get along better with other students when you go to high school?	1. Yes	1630	80.5
		2. No	396	19.5
5.	Did you feel that the students of different races or backgrounds treated you kindly and fairly?	1. Yes	1662	85.1
		2. No	290	14.9
6.	Did students from other schools treat each other kindly and fairly?	1. Yes	1595	79.3
		2. No	416	20.7
7.	Were the things you learned and did at the Prep Center useful in helping you understand your local high school better?	1. Yes	1713	81.3
		2. No	394	18.7
8.	Do you know what the purposes of your attending the Prep Center were?	1. Yes	1875	90.4
		2. No	199	9.6
9.	What type of program or courses do you hope to follow at the high school you will attend?	1. General education program	529	26.4
		2. Program for college preparation	510	25.5
		3. Vocational education program	136	6.8
		4. I don't know	828	41.3
10.	Do you think you will enjoy attending the local high school next year?	1. Yes	1196	59.0
		2. No	140	6.9
		3. I don't plan to go there	691	34.1
11.	What do you think of your local high school?	1. I think it is a great place.	374	18.6
		2. I know little about the school.	317	15.8
		3. I think it is OK	1002	49.9
		4. I do not like the school.	314	15.6
12.	Did you enjoy visiting a class at your local high school while you were enrolled at the Prep Center?	1. Yes	1604	81.8
		2. No	358	18.2
13.	How do your parents feel about your going to the local high school?	1. We frequently talk about it	401	19.5
		2. It is just expected that I will go there	447	21.7
		3. We seldom talk about it.	228	11.1
		4. I don't know	358	17.4
		5. I don't plan to attend the local high school	624	30.3

TABLE 13 (1973-74)
STUDENT REACTIONS TO THE PREP CENTER PROGRAM
(PRE-TEST)

Item No.	Item	Response	Frequency	%
1.	Do you know why you are attending the Prep Center?	1. Yes	3372	92.2
		2. No	286	7.8
2.	Will you enjoy going to school at the Prep Center?	1. Yes	3351	91.7
		2. No	305	8.3
3.	Do you believe you will enjoy going to school at the Prep Center with students from other schools?	1. Yes	3128	88.8
		2. No	393	11.2
4.	Do you believe that students from other schools will treat each other kindly and fairly?	1. Yes	2694	75.9
		2. No	855	24.1
5.	Do you think that going to the Prep Center will help you to get along better with other students when you go to high school?	1. Yes	3334	89.9
		2. No	373	10.1
6.	Do you feel that students of different races or backgrounds will treat you kindly and fairly?	1. Yes	2949	85.5
		2. No	668	18.5
7.	I plan to attend:	1. Local public high school.	1983	54.8
		2. Public vocational high school.	476	13.2
		3. A parochial or private high school.	683	18.9
		4. Other, please specify	474	13.1
8.	What type of program or courses do you hope to follow at the high school you will attend?	1. General Education Program.	826	22.5
		2. Program for college preparation.	684	18.6
		3. Vocational Education Program.	281	7.6
		4. I don't know.	1887	51.3
9.	What do you think of the local high school?	1. I think it is a great place.	432	11.5
		2. I think it is O.K.	1774	47.3
		3. I do not like the school.	353	9.4
		4. I know little about the school.	1188	31.7
10.	How do your parents feel about you going to the local high school?	1. We frequently talk about it.	825	24.0
		2. It is just expected that I will go.	862	25.0
		3. We seldom talk about it.	778	22.6
		4. I don't know.	978	28.4

TABLE 14 (1973-74)
STUDENT REACTIONS TO THE PREP CENTER PROGRAM
(POST-TEST)

Item No.	Item	Response	Frequency	%
1.	Do you know what the purposes of attending the Prep Center were?	1. Yes	3248	96.2
		2. No	129	3.8
2.	Did you enjoy going to school at the Prep Center?	1. Yes	2955	87.4
		2. No	425	12.6
3.	Were you satisfied with most of the students from the other schools while you were at the Prep Center?	1. Yes	2742	80.9
		2. No	649	19.1
4.	Did students from other schools treat each other kindly and fairly?	1. Yes	2532	72.0
		2. No	986	28.0
5.	Do you think that going to the Prep Center will help you get along better with other students when you go to high school?	1. Yes	2746	83.5
		2. No	543	16.5
6.	Did you feel that the students of different races or backgrounds treated you kindly or fairly?	1. Yes	2509	81.2
		2. No	582	18.8
7.	Were the things you learned and did at the Prep Center useful in helping you understand your local high school better?	1. Yes	2776	83.9
		2. No	531	16.1
8.	I plan to attend:	1. Local public high school.	1814	55.9
		2. Public vocational high school.	560	17.3
		3. A parochial or private high school.	582	17.9
		4. Other, Please specify_____	290	8.9
9.	What type of program or courses do you hope to follow at the high school you will attend?	1. General Education program	1761	53.1
		2. Program for college preparation	1048	31.6
		3. Vocational education program	506	15.3
10.	What do you think of the high school you visited?	1. I think it is a great place.	573	18.6
		2. I think it is O.K.	2019	65.4
		3. I do not like the school.	494	16.0
11.	How do your parents feel about your going to the local high school?	1. We frequently talk about it.	657	22.6
		2. It is just expected that I will go there.	816	28.0
		3. We seldom talk about it.	600	20.6
		4. I don't know	839	28.8
12.	Did you enjoy visiting a class at your local high school while you were enrolled at the Prep Center?	1. Yes	2424	82.2
		2. No	524	17.8

TABLE 15 (1971-72)
PARENTAL VIEW OF THE PREP CENTER PROGRAM

Item No.	Item	Response	Frequency	%
1.	Were you given information about the Prep Center your child is attending?	1. Yes 2. No	761 50	94.8 5.2
2.	Do you feel that your child was treated fairly by the children from other elementary schools at the Prep Center?	1. Yes 2. No	771 25	96.4 3.6
3.	Is the transportation to the Prep Center adequate?	1. Yes 2. No	753 31	[illegible]0 4.0
4.	Do you believe that parents are given sufficient opportunity to become involved with the Prep Center program?	1. Yes 2. No 3. Uncertain	510 61 199	66.2 7.9 26.0
5.	Do you believe your child has adequate knowledge about the local public high school?	1. Yes 2. No	686 113	85.8 14.2
6.	Do you believe your child has a better attitude toward high school since he (she) has been at the Prep Center?	1. Yes 2. No	643 118	85.5 14.2
7.	Do you feel that you have an adequate knowledge about the courses offered at your local high school?	1. Yes 2. No	594 196	75.2 24.8
8.	Do you think studying about occupations and vocations at the Prep Center is a good idea?	1. Yes 2. No	761 36	95.0 5.0
9.	Do you believe that students will get along better with each other after being at the Center with students from other schools?	1. Yes 2. No	692 78	88.7 11.2
10.	Did you attend any activities at the Prep Center?	1. Yes 2. No	122 611	16.7 83.3

11. Any additional comments or suggestions will be appreciated.

TABLE 16 (1971-72)
YOUR FEELINGS ABOUT THE PREP CENTER PROGRAM
(PRE-TEST)

Item No.	Item	Response	Frequency	%
1.	I plan to attend:	1. The local public high school.	908	58.6
		2. The public vocational high school.	260	17.0
		3. A private or parochial high school.	380	24.4
2.	Why? (Check all that apply.)	1. My friends will go there	629	21.6
		2. My parents want me to go	524	18.0
		3. To prepare for college or a job	543	18.6
		4. My older brother(s) or sister(s) go there	325	11.1
		5. The high shcool has a good reputation	501	17.2
		6. Other	392	13.5
3.	How do your parents feel about your going to the local high school?	1. They talk to me a lot about it	429	28.8
		2. We seldom talk about it	202	13.6
		3. It is just expected that I will go there	416	28.0
		4. I don't know	441	29.7
4.	Who do you think most of your friends will be when you go to high school next year?	1. My present elementary classmates	442	28.9
		2. Friends from other schools at the Prep Center	245	16.0
		3. I don't know.	844	55.0
5.	Do you know where the high school you plan to attend is located?	1. Yes	1322	84.6
		2. No	228	15.4
6.	Do you know any teachers or counselors at the high school you plan to attend?	1. Yes	502	32.5
		2. No	1044	67.5
7.	What type of program or course do you hope to follow at the high school you will attend?	1. General education program	497	33.1
		2. Program for college preparation	438	29.2
		3. Vocational educational program	147	9.8
		4. I don't know	414	27.7
8.	Which of the following activities interest(s) you? (Check one or more.)	1. School sponsored clubs	405	18.5
		2. Special activity classes (band, chorus, etc.	562	25.7
		3. Athletics	910	41.6
		4. Student-teacher-community relationships (student government, community council, etc.)	312	14.2
9.	How well are you acquainted with the building at the high school you will attend?	1. Very well	224	14.5
		2. O.K.	603	39.0
		3. Not well acquainted	727	46.5
10.	Do you think your visits to the local high school will be useful?	1. Yes	1268	85.0
		2. No	226	15.0
11.	What do you think of your local high school?	1. I think it is a great place.	290	18.3
		2. I fear going there	138	8.7
		3. I know little or nothing about it.	238	15.0
		4. I think it is O.K.	812	51.3
		5. Other	106	6.7

TABLE 17 (1971-72)
HOW DO YOU FEEL ABOUT THE PREP CENTERS?

Item No.	Item	Response	Frequency	%
1.	In general, the Prep Center program effectively meets Its objective.	Strongly Agree	8	19.0
		Agree	20	47.5
		Disagree	10	24.0
		Strongly Disagree	4	8.5
2.	The objectives of the Prep Center were effectively communicated to me.	Strongly Agree	15	36.5
		Agree	21	51.0
		Disagree	4	10.0
		Strongly Disagree	1	2.5
3.	The parents of your students are receptive about the Prep Center program.	Strongly Agree	8	20.5
		Agree	21	54.0
		Disagree	9	23.0
		Strongly Disagree	1	2.5
4.	The students now have a greater awareness and knowledge of the local high school.	Strongly Agree	8	19.0
		Agree	24	57.0
		Disagree	9	21.5
		Strongly Disagree	1	2.5
5.	The materials on vocational preparation were adequate.	Strongly Agree	11	26.0
		Agree	16	38.0
		Disagree	13	31.0
		Strongly Disagree	2	5.0
6.	I believe the students from different schools adjusted quite well with each other.	Strongly Agree	12	28.5
		Agree	22	52.0
		Disagree	7	17.0
		Strongly Disagree	1	2.5

(continued on next page)

TABLE 17 (1971-72)
HOW DO YOU FEEL ABOUT THE PREP CENTERS?
(continued from preceding page)

Item No.	Item	Response	Frequency	%
7.	I believe the study habits of the students were as good as when they are in their own school.	Strongly Agree	7	17.0
		Agree	12	29.0
		Disagree	18	43.0
		Strongly Disagree	5	11.0
8.	I feel that parents were adequately informed about the objectives of the Prep Center.	Strongly Agree	7	17.5
		Agree	19	47.5
		Disagree	11	31.0
		Strongly Disagree	3	4.0
9.	The availability of the educational equipment and materials was adequate when compared with your own school.	Strongly Agree	8	19.0
		Agree	15	35.5
		Disagree	15	35.5
		Strongly Disagree	4	10.0
10.	My experience at the Center has helped me better understand the problems of student orientation to high school.	Strongly Agree	12	28.5
		Agree	14	33.0
		Disagree	15	36.0
		Strongly Disagree	1	2.5
11.	The Prep Center program has given me ideas on approaches I should take in helping eighth graders orient themselves to high school.	Strongly Agree	10	24.0
		Agree	19	45.0
		Disagree	12	28.5
		Strongly Disagree	1	2.5
12.	Were you satisfied with the operation of the Prep Center?	Very well satisfied	11	28.0
		Satisfied	15	34.5
		Dissatisfied	12	28.5
		Very much dissatisfied	1	2.5

(continued on next page)

TABLE 17 (1971-72)
HOW DO YOU FEEL ABOUT THE PREP CENTERS?
(continued from preceding page)

Item No.	Item	Response	Frequency	%
13.	How many disciplinary problems did the Prep Center have as compared to your school?	More	8	21.0
		About the same	19	48.0
		Less	10	26.0
		Uncertain	2	5.0
14.	Did the transportation cause any specific problems?	Yes	8	19.0
		No	30	72.5
		Uncertain	4	8.5

* The first 11 items have four responses:
1) Strongly agree (SA)
2) Agree (A)
3) Disagree (D)
4) Strongly disagree (SD)

TABLE 18 (1972-73)
TEACHERS' VIEWS ABOUT THE PREP CENTER
(PRE-TEST)

Item No.	Item	Response	Frequency	%
1.	Have you had sufficient opportunity to know the programs offered at the local high school?	1. Yes 2. No	11 17	35.7 64.3
2.	Do you believe that students have a workable knowledge about the roles of high school counselors?	1. Yes 2. No	10 17	33.6 66.4
3.	Do you think that the interaction of youth from the various feeder schools will help them adjust to high school?	1. Yes 2. No	26 1	96.0 4.0
4.	Do you feel that the visits to observe high school programs and activities will enhance students' confidence in adjusting to high school?	1. Yes 2. No	22 0	100.0 0.0
5.	Overall, do you believe that Prep Center activities will facilitate the students' transition from elementary to high school?	1. Yes 2. No	19 1	95.0 5.0

TABLE 19 (1972-73)
TEACHERS' VIEWS ABOUT THE PREP CENTER
(POST-TEST)

Item No.	Item	Response	Frequency	%
1.	Did you gain additional information about the programs offered at the local high school while you were teaching at the Prep Center?	1. Yes	49	84.5
		2. No	9	15.5
2.	Do you believe the students have a better understanding of the roles of high school counselors?	1. Yes	49	81.7
		2. No	11	18.3
3.	Do you believe that the students from the different feeder schools adjusted quite well with each other?	1. Yes	51	89.5
		2. No	6	10.5
4.	Do you believe that the visits to the high school were useful in helping the students better understand the high school programs and activities?	1. Yes	57	100.0
		2. No	0	0.0
5.	Did your participation in the Prep Center allow you greater opportunities to try more flexible and varied instructional activities?	1. Yes	56	100.0
		2. No	0	0.0
6.	Generally speaking, do you believe that Prep Center activities will help facilitate the students' transition from elementary to high school?	1. Yes	41	70.7
		2. No	17	29.3
7.	Was the academic curricula at the Prep Center useful in helping students become better high school students?	1. Yes	42	71.2
		2. No	17	28.8
8.	The objectives of the Prep Center were effectively communicated to me.	1. Yes	55	94.8
		2. No	3	5.2
9.	Do you think enough time is spent on academic subjects at the Prep Center?	1. Yes	31	51.7
		2. No	29	48.3

(continued on next page)

TABLE 19 (1972-73)
TEACHERS' VIEWS ABOUT THE PREP CENTER
(POST-TEST)
(continued from preceding page)

Item No.	Item	Response	Frequency	%
10.	The materials on vocational information were adequate and helpful.	1. Yes	53	88.3
		2. No	7	11.7
11.	Did the bus transportation cause many problems?	1. Yes	15	26.3
		2. No	42	73.7
12.	The availability of educational equipment and materials was adequate for the Prep Center program.	1. Yes	55	93.2
		2. No	4	6.8

TABLE 20 (1972-73)
PARENTAL VIEWS OF THE PREP CENTER PROGRAM
(PRE-TEST)

Item No.	Item	Response	Frequency	%
1.	Do you believe that your child has been given sufficient opportunity to know the courses and programs that are offered at the high school?	1. Yes 2. No	970 242	80.0 20.0
2.	Do you believe your child would know how to seek help and information about high school?	1. Yes 2. No	1017 200	83.6 16.4
3.	Do you believe that the Prep Center with its program of bringing together students from various schools will help your child get a better start in high school?	1. Yes 2. No	1087 131	89.2 10.8
4.	Do you feel that your child's visits to high school during his enrollment at the Prep Center will help him next school year when he becomes a high school student?	1. Yes 2. No	1136 99	92.0 8.0
5.	Do you think that the Prep Center program will give your child a better attitude toward high school?	1. Yes 2. No	1121 105	91.4 8.6

TABLE 21 (1972-73)
PARENTAL VIEWS OF THE PREP CENTER PROGRAM
(POST-TEST)

Item No.	Item	Response	Frequency	%
1.	Do you think that your child has a better understanding of programs and courses offered at the high school since going to the Prep Center?	1. Yes 2. No	1198 97	92.5 7.5
2.	Do you think that your child knows where to go to find information and help when he goes to high school?	1. Yes 2. No	1188 109	91.7 8.4
3.	Do you believe that your child benefited from having children from various schools enrolled at the Prep Center?	1. Yes 2. No	1176 116	91.0 9.0
4.	Do you believe that your child benefited from his visits that he made to the high school while enrolled at the Prep Center?	1. Yes 2. No	1155 137	89.4 10.6
5.	Do you think that the Prep Center program helped your child improve his/her attitude toward going to high school?	1. Yes 2. No	1128 161	87.5 12.5
6.	Do you believe that you have adequate knowledge about courses offered at the high school?	1. Yes 2. No	1059 206	83.7 16.3
7.	Has your child shown an increased interest in going to high school since going to the Prep Center?	1. Yes 2. No	1018 240	80.9 19.1
8.	Do you believe your child has sufficient knowledge about procedures for enrolling in high school next fall?	1. Yes 2. No	1000 197	83.5 16.5
9.	Do you believe parents are given enough opportunity to participate in the Prep Center program?	1. Yes 2. No	965 307	75.9 24.1

(continued on next page)

TABLE 21 (1972-73)
PARENTAL VIEWS OF THE PREP CENTER PROGRAM
(POST-TEST)
(continued from preceding page)

Item No.	Item	Response	Frequency	%
10.	Were you given adequate information about the activities and curriculum of the Prep Center your child is attending?	1. Yes	1056	84.0
		2. No	201	16.0
11.	Do you believe that studying about occupations and careers at the Prep Center is a good idea?	1. Yes	1194	95.2
		2. No	60	4.8
12.	Did you attend any Prep Center activities?	1. Yes	214	18.0
		2. No	979	72.0

TABLE 22 (1973-74)
TEACHERS VIEWS ABOUT THE PREP CENTER

Item No.	Item	Response	Frequency	%
1.	Do you believe that the students from the different feeder schools adjusted quite well with each other?	1. Yes 2. No	111 6	94.9 5.1
2.	Do you believe the students have a better understanding of the roles of high school counselors since they have completed their Prep Center experience?	1. Yes 2. No	107 11	90.7 9.3
3.	Do you believe that the visits to the high school were useful in helping the students better understand the programs and activities of the high school?	1. Yes 2. No	101 12	89.4 10.6
4.	Generally speaking, do you believe that Prep Center activities will help facilitate the student's transition from elementary to high school?	1. Yes 2. No	113 5	95.8 4.2
5.	Did your participation in the Prep Center allow you greater opportunities to try more flexible and varied instructional activities?	1. Yes 2. No	95 22	81.2 18.8
6.	Did bus transportation cause many problems?	1. Yes 2. No	9 109	7.6 92.4
7.	Were the educational equipment and materials adequate and available for the Prep Center program?	1. Yes 2. No	108 9	92.3 7.7
8.	Will the curricula at the Prep Center be useful in helping students become better high school students?	1. Yes 2. No	97 22	81.5 18.5
9.	Was this the first time you taught at the Prep Center?	1. Yes 2. No	81 34	70.4 29.6
10.	Do you believe the objectives of the Prep Center were effectively communicated?	1. Yes 2. No	85 4	95.5 4.5
11.	Were the materials on vocational information adequate and helpful?	1. Yes 2. No	82 7	92.1 7.9
12.	Did you gain additional information about the programs offered at the high school while you were teaching at the Prep Center?	1. Yes 2. No	81 8	91.0 9.0

TABLE 23 (1973-74)
PARENTAL VIEWS OF THE PREP CENTER

Item No.	Item	Response	Frequency	%
1.	Do you think that your child has a better understanding of programs and courses offered at the high school since going to the Prep Center?	1. Yes 2. No	2068 165	92.6 7.3
2.	Do you believe that your child benefited from meeting children from various schools enrolled at the Prep Center?	1. Yes 2. No	2045 171	92.3 7.7
3.	Do you believe that your child benefited from his visits that he made to the high school while enrolled at the Prep Center?	1. Yes 2. No	1870 237	88.8 11.2
4.	Do you think your child knows where to go to find information and help when he goes to high school?	1. Yes 2. No	1963 221	89.9 10.1
5.	Do you believe that studying about occupations and careers at the Prep Center is a good idea?	1. Yes 2. No	1747 79	95.7 4.3
6.	Do you believe parents are given enough opportunity to participate in the Prep Center program?	1. Yes 2. No	1664 614	73.0 27.0
7.	Were you given adequate information about the activities of the Prep Center your child was attending?	1. Yes 2. No	1816 393	82.2 18.8

TABLE 24 (1971-72)
YOUR KNOWLEDGE ABOUT JOBS

Item No.		Response	Frequency	%
1.	In high school, to whom would you <u>first</u> go to ask about occupations? (check only one)	1. Teacher	222	14.0
		2. Counselor	1171	73.0
		3. Dean	10	0.1
		4. Principal	26	0.3
		5. I don't know	188	11.5

2. In the blanks provided below, list the three occupations in which you are most interested in the order of your choice. Then, under the heading "The Amount of Education Needed," check the proper space showing the education needed to enter the occupation.

Occupations	No.	The Amount of Education Needed		
		High School	High School plus Special Training	College
Teacher	474	12	34	441
Nurse	265	9	89	191
Secretary	262	70	144	70
Police	174	36	90	43
Engineer	117	2	36	79
Armed Services	27	8	13	7
Computer programmer	76	1	35	46
City worker	20	13	6	1
Fireman	30	8	19	4
Veterinarian	68	4	6	58
Scientist	181	6	29	156
Artist	68	9	36	23
Sales clerk	74	40	32	2
Actor	48	7	27	14
Factory worker	53	18	54	3
Medical doctor	337	3	26	298
Architect	81	2	15	63
Athlete	161	41	50	72
Airlines	160	15	90	40

(continued on next page)

TABLE 24 (1971-72)
YOUR KNOWLEDGE ABOUT JOBS
(continued from preceding page)

Occupations	No.	The Amount of Education Needed		
		High School	High School plus Special Training	College
Mechanic	111	34	59	22
Mother	4	4	0	0
Banking	13	3	3	7
Truck driver	62	30	30	2
Dentist	50	0	8	42
Translator	2	0	2	0
Tour guide	1	0	1	0
Telephone operator	22	6	15	2
Plumber	6	1	6	0
Store owner	21	6	3	11
Author	10	2	1	7
Waiter	2	2	0	0
Construction	60	22	41	6
Salesman	22	7	11	4
Wildlife aide	18	5	9	3
Photographer	16	2	9	5
Electronics	31	3	17	11
Lawyer	24	2	19	230
Nurses aide	5	0	1	4
Welder	16	6	4	1
Accountant	35	4	12	19
Interior decorator	38	3	21	14
Social worker	59	14	20	24
Electrician	39	13	16	11
Journalist	32	2	3	27
Body and fender man	2	1	1	0
Fashion designer	15	2	11	2
Stock broker	2	0	1	1
Manager	9	0	0	9
Broadcaster	10	2	6	2
Nun	4	0	1	3
Beautician	68	9	48	11
Politician	5	0	0	6
Model	45	11	33	1
Farmer	3	0	3	0
Cook	11	8	3	0
Priest	2	0	1	1

TABLE 24A (1972-73)
YOUR KNOWLEDGE ABOUT JOBS

Below is a list of occupations which are quite common. For each occupation, check the level of education needed.

Occupation	No.	High School	High School plus Special Training	College
Teacher	1162	13	70	1072
Medical doctor	872	20	54	932
Minister	144	0	64	80
Social worker	75	0	5	70
Secretary	646	273	268	105
Nurse	977	38	409	441
Airline hostess	87	22	45	20
Model	70	0	65	12
Custodian	75	62	12	1
Inn-keeper	75	0	63	12
Dentist	655	12	57	586
Medical lab technician	718	10	265	443
Sales clerk	545	325	191	28
Armed Services	427	87	288	52
Computer programmer	425	32	194	199
Aviation	344	27	183	135
Telephone operator	408	84	282	32
Policeman-woman	973	368	482	103
Factory worker	399	233	133	33
Electrician	575	157	372	66
Welder	577	33	219	109
Commercial artist	100	6	55	39
Bricklayer	473	298	161	16
Electrical engineer	99	7	27	65
Automobile mechanic	910	271	565	74
Accountant	100	3	11	86
Architect	575	14	99	453
Lawyer	579	2	16	561
Veterinarian	574	19	82	473

TABLE 25 (1972-73)
YOUR KNOWLEDGE ABOUT OCCUPATIONS

Item No.	Item	Response	Frequency	%
1.	Which one of the following is the best source of information about occupations in which you might be interested?	a. The encyclopedia	301	15.1
		b. The Occupational Outlook Handbook	1526	76.8
		c. The World Almanac	160	8.1
2.	Who is the best person to go to in the high school about the world of work?	a. A teacher	390	21.3
		b. A counselor	1351	73.9
		c. A coach	86	4.7
3.	Which of the following occupations requires apprenticeship training before admittance to a union?	a. Secretary	420	21.4
		b. Plumber	1042	53.1
		c. Commercial artist	340	17.3
		d. Salesman	160	8.2
4.	Which of the following fields of knowledge are most important to a student interested in becoming an engineer? (mark only a, b, or c)	a. History and geography	205	10.4
		b. Science and mathematics	1675	85.2
		c. Foreign language	85	4.3
5.	What is the best source of information about currently available employment?	a. Radio announcements	186	9.5
		b. Magazine articles	166	8.5
		c. Newspaper want-ads	1607	82.0
6.	Which of the following occupations requires at least a four-year college degree for entrance into employment?	a. Auto mechanic	102	5.2
		b. Sales clerk	63	3.2
		c. Lawyer	1632	83.8
		d. Secretary	150	7.7

(continued on next page)

TABLE 25 (1972-73)
YOUR KNOWLEDGE ABOUT OCCUPATIONS
(continued from preceding page)

Item No.	Item	Response	Frequency	%
7.	A student in Chicago who is 14 or 15 years of age and wishes to work after school or summer employment must request a work permit from:	a. The Bureau of Pupil Personnel Services, Chicago Board of Education	1757	88.4
		b. The local police station	59	3.0
		c. The United States Post Office	171	8.6
8.	A person should begin making his career plans by looking first at his:	a. Interests, aptitudes and abilities	1605	80.6
		b. His high school course book	280	14.1
		c. His parents' occupations	106	5.3
9.	Which occupation would you choose if you like to work with people?	a. Chemist	117	6.1
		b. Teacher	1487	77.8
		c. Truck driver	94	4.9
		d. Construction worker	214	11.2
10.	Which occupation would you choose if you like to work with things?	a. Salesman	292	15.2
		b. Social worker	180	9.3
		c. Teacher	135	7.0
		d. Appliance serviceman	1319	68.5
11.	In a modern hotel, "front of the house" jobs include:	a. Executive chef and housekeeper	339	17.1
		b. Room clerk and bellman	1474	79.5
		c. Belt packer and molder	69	3.5
		d. X-ray technician	96	4.9
12.	Where do you go to get a Social Security card?	a. The United States Post Office	293	15.3
		b. The Office of Health, Education and Welfare	911	47.6
		c. City Hall	153	8.0
		d. Illinois State Employment Service	556	29.1

TABLE 26 (1973-74)
YOUR KNOWLEDGE ABOUT OCCUPATIONS

Item No.	Item	Response	Frequency	%
1.	Which one of the following is the best source of information about occupations in which you might be interested?	a. Encyclopedia	621	18.6
		b. The Occupational Outlook Handbook	2413	72.2
		c. The World Almanac	306	9.2
2.	Who is the best person to go to in the high school about the world of work?	a. A teacher	714	21.2
		b. A counselor	2557	75.8
		c. A coach	103	3.0
3.	Which of the following occupations requires apprenticeship training before admittance to a union?	a. Secretary	950	28.5
		b. Plumber	1520	45.6
		c. Commercial artist	642	19.3
		d. Salesman	220	6.6
4.	Which of the following fields of knowledge are most important to a student interested in becoming an engineer?	a. History and geography	583	17.0
		b. Science and mathematics	2715	79.1
		c. Foreign language	135	3.9
5.	What is the best source of information about currently available employment?	a. Radio announcements	209	6.4
		b. Magazine articles	143	4.3
		c. Newspaper want-ads	2939	89.3
6.	Which of the following occupations requires at least a four-year degree for entrance into employment?	a. Auto mechanic	194	5.8
		b. Sales clerk	231	7.0
		c. Lawyer	2633	79.4
		d. Secretary	257	7.8

(continued on next page)

TABLE 26 (1973-74)
YOUR KNOWLEDGE ABOUT OCCUPATIONS
(continued from preceding page)

Item No.	Item	Response	Frequency	%
7.	A student in Chicago who is 14 or 15 years of age and wishes to work after school or obtain summer employment must request a work permit from:	a. The Bureau of Pupil Personnel Services, Chicago Board of Education	2920	89.2
		b. The local police station	115	3.5
		c. The United States Post Office	237	7.2
8.	A person should begin making his career plans by looking first at his:	a. Interests, aptitudes and abilities	2587	79.9
		b. His high school course book	500	15.4
		c. His parents' occupation	151	46.6
9.	Which occupation would you choose if you like to work with people?	a. Chemist	217	6.6
		b. Teacher	2453	74.2
		c. Truck driver	192	5.8
		d. Construction worker	443	13.4
10.	Which occupation would you choose if you like to work with things?	a. Salesman	469	14.2
		b. Social worker	402	12.1
		c. Teacher	285	8.6
		d. Appliance serviceman	2154	65.1
11.	In a modern hotel, "front of the house" jobs include:	a. Executive chef and housekeeper	477	14.4
		b. Room clerk and bellman	2543	76.6
		c. Belt packer and molder	89	2.7
		d. X-ray technician	210	6.3
12.	Who issues the Social Security card?	a. The United States Post Office	428	12.1
		b. The Office of Health, Education, and Welfare	1554	44.1
		c. City Hall	247	7.0
		d. Illinois State Employment Service	1296	26.8

TABLE 27 (1971-72)
SCHOOL AND COMMUNITY VIEWS ABOUT THE PREP CENTER PROGRAM

Item No.	Item	Frequency and %			
		SA*	A	D	SD
1.	The Prep Centers have helped children with improving their attitude toward high school.	16 42.0%	19 52.5%	3 5.5%	0 0.0%
2.	The Prep Centers and participating high schools appear to be in closer agreement on developing a high school orientation program.	17 46.0%	8 51.0%	2 3.0%	0 0.0%
3.	The Prep Center has improved the students' understanding of high school.	15 38.5%	24 61.5%	0 0.0%	0 0.0%
4.	It appears as if the students being in classes together from different elementary schools will help them adjust socially in high school.	22 56.4%	16 41.4%	1 2.5%	0 0.0%
5.	Parents and the community are sufficiently involved in the Prep Center program.	0 0.0%	15 38.5%	20 51.5%	4 10.0%
6.	The Prep Center has assisted students in helping them understand co-curricular class activities.	12 34.0%	22 63.0%	1 3.0%	0 0.0%
7.	The students from the different schools treated each other courteously and fairly at the Prep Center.	16 43.0%	20 54.5%	1 2.5%	0 0.0%
8.	The team approach provided opportunities to upgrade instruction.	18 48.0%	19 50.5%	0 0.0%	1 2.5%
9.	The counseling program from the high school was given enough time to meet its objectives.	9 25.0%	19 52.5%	8 22.5%	0 0.0%

(continued on next page)

TABLE 27 (1971-72)
SCHOOL AND COMMUNITY VIEWS ABOUT THE PREP CENTER PROGRAM
(continued from preceding page)

Item No.	Item	Frequency and %			
		SA*	A	D	SD
10.	Students had sufficient opportunities to meet the high school counselor.	9 24.5%	11 30.0%	16 43.0%	1 3.0%
11.	Enough time was spent at the Prep Center during the day.	11 30.0%	18 48.0%	8 22.0%	0 0.0%
12.	Sufficient time was provided at the high school for the Prep Center students to visit.	7 18.5%	20 52.0%	10 26.0%	2 2.5%
13.	Students were provided with adequate background information on the high school.	11 29.0%	23 60.0%	4 11.0%	0 0.0%
14.	Students were provided with sufficient opportunities to study and visit community agencies.	14 36.0%	15 38.5%	9 23.0%	1 2.5%

(continued on next page)

TABLE 27 (1971-72)
SCHOOL AND COMMUNITY VIEWS ABOUT THE PREP CENTER PROGRAM
(continued from preceding page)

Item No.	Item	Frequency and % Yes	No	Uncertain
15.	Do you believe two or three-week sessions are sufficient to meet the objectives of the Prep Centers?	30 68.0%	10 23.0%	4 9.0%
16.	Do the students from the different feeder schools have enough opportunity to interact with each other?	33 78.5%	4 10.0%	5 12.5%
17.	Would you favor greater parent involvement with classes?	33 84.5%	4 10.0%	2 4.5%
18.	Do you think enough time is spent on academic subjects at the Prep Center?	30 77.0%	4 10.0%	5 12.0%
19.	Was information about the Prep Centers adequately disseminated throughout the community?	26 65.0%	11 27.5%	3 7.5%
20.	Do you believe the organization and administration of the Prep Centers were adequate?	36 92.0%	1 2.5%	2 5.5%

* The first 14 items have four responses:
1) Strongly agree (SA)
2) Agree (A)
3) Disagree (D)
4) Strongly disagree (SD)

TABLE 28 (1972-73)
SCHOOL AND COMMUNITY VIEWS ABOUT THE PREP CENTER PROGRAM

Item No.	Item	Response	Frequency	%
1.	The Prep Center has improved the students' understanding of high school.	1. Yes	92	93.9
		2. No	6	6.1
2.	Do you believe that students from the different feeder schools have enough opportunity to interact with each other?	1. Yes	72	76.6
		2. No	22	23.4
3.	Was information about the Prep Centers adequately disseminated throughout the community?	1. Yes	72	75.0
		2. No	24	25.0
4.	Sufficient opportunity was provided the Prep Center students to study the co-curricular class activities at the high school.	1. Yes	74	74.0
		2. No	26	26.0
5.	Did the students from the various feeder schools adjust to each other quite well at the Prep Center?	1. Yes	86	97.7
		2. No	2	2.3
6.	Students were given sufficient opportunity to become acquainted with the high school.	1. Yes	76	76.0
		2. No	24	24.0
7.	Students had sufficient opportunities to meet with the high school counselor.	1. Yes	72	80.0
		2. No	18	20.0
8.	Students were provided with sufficient opportunities to study and visit community agencies.	1. Yes	66	76.7
		2. No	20	23.3
9.	Parents and the members of the community are sufficiently involved in the Prep Center program.	1. Yes	62	60.8
		2. No	40	39.2
10.	Additional comments:			

TABLE 29 (1973-74)
SCHOOL AND COMMUNITY VIEWS ABOUT THE PREP CENTER PROGRAM

Item No.	Item	Response	Frequency	%
1.	The Prep Center has improved the students' understanding of high school.	1. Yes	95	94.5
		2. No	6	5.5
2.	Do you believe that students from the different feeder schools have enough opportunity to interact with each other?	1. Yes	89	88.1
		2. No	12	11.9
3.	Was information about the Prep Centers adequately disseminated throughout the community?	1. Yes	93	92.2
		2. No	8	7.8
4.	Sufficient opportunity was provided the Prep Center students to study the co-curricular class activities at the high school.	1. Yes	79	78.2
		2. No	22	21.8
5.	Did the students from the various feeder schools adjust to each other quite well at the Prep Center?	1. Yes	86	85.2
		2. No	15	14.8
6.	Students were given sufficient opportunity to become acquainted with the high school.	1. Yes	78	77.2
		2. No	23	22.8
7.	Students had sufficient opportunities to meet with the high school counselor.	1. Yes	91	90.0
		2. No	10	10.0
8.	Students were provided with sufficient opportunities to study and visit community agencies.	1. Yes	86	85.2
		2. No	15	14.8
9.	Parents and the members of the community are sufficiently involved in the Prep Center program.	1. Yes	70	69.3
		2. No	31	30.7
10.	Additional comments:			

TABLE 30

PREP CENTER PROGRAM FOLLOW-UP

Item No.	Item	Response	Freshman		Sophomore		Combination	
			Freq.	%	Freq.	%	Freq.	%
1.	Did you keep some of the friendships you first made at the Prep Center?	1. Yes	501	72.9	339	64.0	840	69.0
		2. No	186	27.1	191	26.0	377	31.0
2.	Do you believe that attending the Prep Center helped students from different races and backgrounds treat each other kindly and fairly in high school?	1. Yes	487	70.4	328	64.3	815	67.9
		2. No	205	29.6	182	35.7	387	32.1
3.	Do you believe that the visits you made to the high school when you were at the Prep Center helped you in getting acquainted with the high school?	1. Yes	500	72.6	371	77.3	871	74.5
		2. No	189	27.4	109	22.7	298	25.5
4.	Are you participating in extra-class activities (example: sports, school clubs, plays, music, etc.?) List of activities: According to most listed:	1. Yes	366	52.7	336	54.1	702	53.3
		2. No	329	47.3	285	45.9	614	46.7
5.	Do you believe that your study of occupations is useful to you now that you are in high school?	1. Yes	459	73.9	364	70.5	823	72.4
		2. No	162	26.1	152	29.5	314	27.6
6.	Do you believe that going to the Prep Center helped you get along better with students from other schools?	1. Yes	494	73.6	328	64.7	822	69.8
		2. No	177	26.4	179	35.3	356	30.2
7.	Were the things you learned at the Prep Center useful in selecting high school courses?	1. Yes	422	62.0	262	52.0	684	57.7
		2. No	259	38.0	242	48.0	501	42.3
8.	Do you think that eighth graders should have the opportunity to attend Prep Centers?	1. Yes	614	91.2	438	91.4	1052	91.3
		2. No	59	8.8	41	8.6	100	8.7
9.	Do you believe the tours you took visiting different businesses and agencies were useful?	1. Yes	520	78.1	372	72.4	892	75.6
		2. No	146	21.9	142	27.6	288	24.4
10.	Do your parents believe that your attendance at the Prep Center was useful?	1. Yes	551	82.0	364	78.1	915	80.4
		2. No	121	18.0	102	21.9	223	19.6
11.	Do you feel that your visits to the high school helped you to learn how to get assistance from teachers and counselors in your high school?	1. Yes	434	63.3	291	57.5	725	60.8
		2. No	252	36.7	215	42.5	467	39.2
12.	Do you believe that your study of careers has given you a better idea of what type of job you hope to have?	1. Yes	439	65.6	329	65.7	768	65.6
		2. No	230	34.4	172	34.3	402	34.4

FINDINGS

Introduction

The tables that precede show the data that were collected over the three-year period using instruments constructed specifically for this Title III project. The format of the tables is based on the structure of the respective instruments used for the study. Some of the instruments were developed to measure more than one objective, so the ensuing discussion of each objective will include an analysis of data of more than one instrument.

The analysis of findings is organized on the basis of the six objectives of this program and the third year follow-up study of the Area Prep Center students. The tables for all three years of the project are included in the analysis. In the discussion of each objective, the original (first year) objective is stated, followed by the objective utilized during the remaining two years.

The three coordinators from each of the three Area Prep Centers obtained the data for this evaluation. The instruments were administered to students, parents, feeder school teachers, and community personnel. The data are presented in both raw numbers and percentages. The written analysis for each table offers broadly scoped conclusions about the data, and points out selected data which offer informative perspectives over the three-year period of the project.

Objective One

The first year objective stated:

> To promote a sense of harmony and interdependence among students from a variety of feeder schools in the target attendance area through combined classes for four-week

periods of time.

The findings for this objective are first reported in Table 7, the items in this table correspond to those in the instrument utilized to measure the objective. This instrument was administered to each group of students the first day they enrolled in their respective Area Prep Center.

An overall perusal of the results on Table 7 indicated that the students perceived their upcoming educational experience at the Area Prep Centers as quite positive. The students were asked to respond to this instrument as a post-test on the last day of their session (see Table 8). Again, as was the case with the pre-test, the students perceived the Area Prep Center, as a worthwhile educational experience. Their experiences at the center indicated that the hopes they expressed on the pre-test (Table 7) were reinforced as indicated by the post-test responses. For the purposes of this final report, the findings on Tables 9 and 10 will be reported in the analysis of this objective.

As previously noted, this first year objective was modified at the first year to read:

> The pupil will demonstrate that he has developed a sense of harmony and interdependence among students from a variety of feeder schools in the target area by checking more positive answers on the post-test student questionnaire than on the pre-test questionnaire.

The instruments used to evaluate this objective during the 1972-73 school year were: 1) a pre-test administered the first day the students enrolled at the Prep Center; and, 2) a post-test given the last day of the students' Prep Center experience. The tables and the items within which measure this objective are: 1) Table 11, "Student Reactions to the Prep Center Program - Pretest" - items 1 through 7; and 2) Table 12, "Student Reactions to the Prep Center Program" - items 1 through 7. The pre- and post-test

(items 1 through 7, respectively) were identical in order to gain insights on how students perceived the Prep Center and how they reacted to their experience.

The instruments constructed to evaluate this objective during the 1973-74 school year were: 1) a pre-test administered to the students on the initial day of enrollment at the Prep Center, and 2) a post-test given on the concluding day of the students' Prep Center Program. The tables and the items utilized to measure this objective are: 1) Table 13, Student Reactions to the Prep Center Program (Pre-test) - items 2 through 6; and 2) Table 14, Student Reactions to the Prep Center Program - items 2 through 7. The pre-test and the post-test items (one through seven), respectively, were quite similar in order to evaluate how students perceived the Prep Centers and their classmates; both at the time of their initial contact and upon conclusion of their experience.

A broadly scoped view of the findings as reported by the students over the three-year period of this project indicates several significant results.

1. The students anticipated they would enjoy going to school at the Area Prep Centers. This positive feeling was maintained through the sessions as indicated by the results of the three post-tests.
2. The program at the Area Prep Centers was perceived by the students during this period as a useful vehicle in easing the transition from eighth grade into high school.
3. The overwhelming majority of the pupils believed that students from different schools and varied ethnic backgrounds interacted quite well. The concept of the Area Prep Centers was in most cases the first contact that youth had with groups composed of youth with widely varied

backgrounds. It appears obvious that this part of the Area Prep Centers program did much to alleviate anxieties about eighth graders matriculating in high school.

4. The students, as a whole, enjoyed their visits to the local high school as indicated by the results reported in Tables 7 through 14. The contact with high school personnel and students was considered to be a very important factor in the articulation of the eighth graders into high school.
5. This program also gave students opportunities to evaluate the local high school, which was the building they visited, as discussed in the preceding paragraph. Generally, they felt their visits were beneficial.
6. As previewed by the youth, parents gave strong support to the Area Prep Center programs. It would appear plausible that the enthusiasm of the youth about the program mirrored the feelings expressed by parents.
7. Over the three-year period, the students were asked both on the pre- and post-tests about their preference of type of school in which they would like to enroll for ninth grade. During the three-year duration, no discernible pattern became evident. The proportion of youth who preferred a private school before the session was smaller by the end of the session. The percentage of pupils wanting to attend the local public high school decreased slightly over the time span of this project.

It is concluded that the goals as established in the statement of this

objective were adequately met. The students' perceptions of the Area Prep Centers were, as a whole, more positive after the session than prior to initial enrollment. A most important factor in the success of any educational program is the reaction of the students. Based on the data obtained during the project, the students held a strongly favorable image toward the Area Prep Centers.

Objective Two

The initial objective was stated as follows:

> facilitate the transition from elementary to high school by initiating student, parent, and teacher contact among high school feeder schools.

The data for the assessment of this first year objective were obtained from three sources--students, parents, and teachers. The parents were encouraged to become involved in the development of each of the three Area Prep Centers. The parents were sent a questionnaire (see Table 15) to find out their views about the Prep Center programs, including items focusing on how they perceived their children making the transition from eighth grade to high school. Items 5, 6, 8, and 9 are most directly associated with the evaluation of this objective.

On these four items, at least 85% of the parents responded favorably to questions about the program. A slightly large proportion believed they did not necessarily have adequate knowledge about the courses offered at the local high school.

The feeder school teachers responded quite favorably to those items relating to this objective. Items 4, 10, and 11 on Table 17 were analyzed for this objective. As observed from the results on the table, the majority of the teachers responded favorably to the Area Prep Centers as a program which

helped them understand the problem of articulation.

The issue of articulation from the elmentary school level to high school is a major problem in the formal education of adolescents. The first year results as shown on the instruments used in this project indicate that students, parents, and teachers believe the Prep Centers were quite successful in meeting this problem and those factors specifically mentioned in Objective Two.

The second version of this objective as written during the spring of 1972 states:

> Parents and feeder school teachers will obtain information and knowledge about the local high school intended to facilitate the children's transition from elementary to high school.

For the 1972-73 year, the data was derived from two sources:

1. The teachers were asked to react to Objective Two in the post-test, "Teachers' Views About the Prep Center" on two items, 6 and 7 (Table 19).
2. The parents responded to queries on the "Parental Views of the Prep Center Program" - Post-test, items 6 through 12 (Table 21).

The results indicated that the parents perceived the Area Prep Center Program very favorably (See Table 21). Nearly 85% of the parents believed that they had adequate knowledge about the course offerings in the high school after their child had attended the Prep Center. Over 80% reported that their youngster had shown increased interest in high school since attending the center. This is a most critical factor for an awareness of high school and its programs by eighth graders will facilitate a good beginning in their secondary school career. The unit on careers received overwhelming support

from the parents as would be expected.

To study the feeder school teachers' reactions to this objective, attention was shifted to the results on items 6 and 7 on Table 19. Approximately 70% of the instructors believed that the concept of the Area Prep Centers would help the students participate in their elementary school-high school articulation. About the same proportion of instructors agreed with this concept during the first year. Over 70% of the feeder school teachers believed that the academic curricula at the Prep Center was beneficial in helping the students to improve their preparation for high school.

The third year of the program saw this objective evaluated in terms of the following two sources of information.

1. The parents responded to items on the "Parental Views of the Prep Center" as shown on Table 23 - items 1 and 3.
2. The teachers were asked to react to Objective Two in the "Teachers' Views About the Prep Center" on items 2, 3, and 4. (Table 22)

As was the case during the first two years of the project, teachers gave strong support to the concept of the Area Prep Centers.

In evaluating this objective, our attention is directed to the views of the feeder school teachers about the program of the Area Prep Centers as a means of facilitating elementary school-high school articulation. On the three items selected to evaluate this objective, the mentors reported an overwhelming support for the articulation factor as it related to the Area Prep Centers Program.

To further elaborate, as shown on Table 22, approximately 90% of the feeder school instructors believed that the "...students have a better understanding of the roles of high school counselors since they have completed their Area Prep

Center experience." Nine-tenths (89.80%) of the teachers believed that the visits by the students to the local high school facilitated the youngsters' understanding of the educational program offered. The teachers were asked this critical overall question: "Generally speaking, do you believe that the Prep Center activities will help facilitate the students' transition from elementary to high school?" Over ninety-five percent of the teachers gave an affirmative response to this query.

To turn to parental imput during the third year of the project (See Table 23), slightly over 93% felt that the program had achieved this goal. Closely related to this query, was the question stated as follows: "Do you believe that your child benefited from the visits that he made to the high school while enrolled at the Prep Center?" Nearly nine-tenths (88.64%) responded favorably to the item. This is about the same proportion as was indicated in the previous two annual evaluations made for this project.

To offer a view from the vantage point of the three years of the program, it would appear that parents and teachers believed that the Area Prep Centers were a sound means of gaining knowledge about the local high school. This was further reflected with the feeling that the students were similarly benefiting from this educational experience within the scope of this objective. The results show that each year, the Area Prep Centers received strong support from students, parents, and teachers as an educational program to foster articulation into high school.

Objective Three

This objective was structured as follows during the first year:

> To increase the effectiveness of parents and teachers in guiding children in making the adjustment in high school through their cooperative participation in educational activities.

Information on this objective was gained from students on Tables 11 and 12. It is noted on both tables that a greater percentage of youth were aware of parental views after they had attended the Area Prep Center. On the other hand, a higher proportion of respondents claimed in the post-test (Table 12) that they seldom talked with their parents about high school plans.

The students also developed a more positive attitude toward the Prep Centers once they were in attendance. The youth felt that the field trips were most worthwhile. However, student views toward school programs and extra-curricular activities changed little on the basis of pre- and post-test results. It appears in general that the students were more favorably disposed toward the Area Prep Center after their enrollment than prior to this time.

For the second and third years, Objective Three was written in the following manner:

> The parents and teachers will demonstrate that they have increased their effectiveness in guiding pupils to make the adjustment to high school by checking more positive answers on the post-attitudinal survey than on the pre-survey.

The second year of the program saw the information for this objective gained from four sources.

1. Table 11, "Student Reactions to the Prep Center Program - Pre-test" gave the students' reactions. This objective was concerned with items 8 through 13.
2. Table 12, "Student Reactions to the Prep Center Program - Post-test" gave the students' views after attending the three-week session. This objective was concerned with items 8 through 13.
3. Table 18, "Teachers' Views About the Prep Center - Pre-test" presented the results of the questionnaire administered the

first day of the Prep Center session in which the mentor was teaching.

4. Table 19, "Teachers' Views About the Prep Center - Post-test" was the third source of information. Items 1 through 3 were directed at this objective.

The discussion of the results of this objective as to students' views will center on the data listed on Tables 11 and 12. Slightly over 90% of the youth on the first day of enrollment claimed to know the reason for attending the Area Prep Center. The post-test indicated that the same proportion of the pupils believed they knew the purpose of their Prep Center attendance by the last day of their three-week session. (See item 8 on Tables 11 and 12.) The other items indicate a supportive attitude expressed by the students above the Area Prep Center.

The teachers' reactions to the Area Prep Centers were more positive during the second year of operation than was the case during the first year. Once the teachers were at the Area Prep Centers, their attitude toward the program improved.

During the third year, Objective Three data were derived from the following sources:

1. Table 13, "Student Reactions to the Prep Center Program - Pre-test." This objective was concerned with items 1, 8, 9, and 10.
2. Table 14, "Student Reactions to the Prep Center Program - Post-test." As was the case with Table 13, the items constructed to measure this objective were 1, 9, 10, 11, and 12.
3. Table 22, "Teachers Views About the Prep Center." Items 1 and 5 through 12 were directed at evaluating this objective.

The results from these sources were similar to previous years. The students perceived the local high school in a favorable light. The proportion who did not like the high school remained relatively constant through the three years of the Area Prep Center Program. This percentage is actually low considering the fact that a certain proportion anticipate going to schools other than the local high school.

The students during the three-year time span of the program believed that they increased their understanding of the local high school. The unit on careers also gave them an improved perspective of their future educational plans and goals.

A perusal of data as indicated on Table 22 shows that the feeder school teachers who participated in the Area Prep Center's program overwhelmingly agreed that their experiences were most worthy. Obviously, the students are the major concern in any program, and the first item was concerned with this factor. Forty-six of forty-nine teachers believed that the pupils from the different elementary schools adjusted quite well with each other. Nearly 80% of the teachers during the third year believed that the program allowed and encouraged innovative approaches to teaching. The findings reported in this paragraph are supported by the findings during the second year of the program. As discussed earlier, the attitude of the teachers toward the Area Prep Centers improved over the views held the first year.

It was decided during the third year of the program to ask those teachers who taught at the Area Prep Centers for the first time questions pertaining to their initial teaching experience. They were asked to respond to three items. Item 10, Table 22 queried: "Do you believe the objectives of the Prep Center were effectively communicated?" Only four teachers of 85 did not answer with a "yes."

Eighty-two of eighty-nine feeder school teachers believed that the vocational information was satisfactory. Lastly, this critical question was posed: "Did you gain additional information about the programs offered at the high school while you were teaching at the Prep Center?" Again, nearly unanimous support was found to this query by the first time teachers.

The findings indicate teacher and student support of the Area Prep Centers program as it relates to this objective.

Objective Four

The unit on occupational and career opportunities was designed to help the students gain some insights into the world of work. This educational experience provided a line toward a better understanding of the community in which the youth live and their goals and aspirations for the future as they enter high school. The career opportunities unit would hopefully enable the students to gain increased direction as they plan their high school programs.

The professional staff at each center developed a common core of occupational information for the instructional program. From this common core, a test was constructed which was administered at the end of each session. This cognitive instrument sought to measure a sample of common knowledge taught at all three centers. In addition to teaching a common core of occupational and career opportunities knowledge, the professional staff at each center formulated a curriculum tailored for the specific needs of the student based on the communities in which they reside.

For the first year of the program, the objective was expressed as follows:

> To stimulate student interest in a variety of job opportunities through exposure to available vocational and occupational programs.

This objective was reformulated for the second and third years of the program by stating it in the more specific framework of a criterion-referenced evaluation.

> The student will demonstrate knowledge of available career opportunities by checking 75% of the correct responses on a career knowledge test.

To pursue the results of the findings during the first year, it is noted on Tables 24 and 24-A, the emphasis was directed to an understanding of the educational needs of specific occupations. It is observed on Table 24 that the students were to select the three occupations in which they were most interested. After this selection, they were to check the most appropriate educational levels needed to gain entrance into the selected occupations. On Table 24, all students were asked to respond similarly to the more common occupations as selected by the professional staff. Overall, it was noted that, as a whole, the youth were quite accurate in their knowledge about the amount of education needed for self selected occupations.

To obtain the information reported in Table 24, the staff at each center focused on 10 to 12 occupations and the students studied each to some detail. As noted on the table, an emphasis was placed on the amount of education needed for the specific occupations. Again, it appeared that the responses indicated a good understanding of the educational levels needed for the specific occupations.

Through all three years of the program, a wide spectrum of instructional procedures were utilized. This utilization included field trips, wide usage of audio-visual materials, guests from various occupational areas, discussion among students about jobs, and a wide selection of resource materials. The students were motivated to direct their attention to gaining in-depth understanding of specific occupations. This would provide greater insights toward understanding

this relationship to the work world.

As indicated by an observation of Tables 25 and 26, the measuring instruments for the second and third years of the Area Prep Centers program were nearly identical. As indicated by the objective covering this period of time, information about gaining information about the work world gained greater emphasis than during the first year. Also, a criterion-referenced goal of 75% correct responses was established by the objective. Table 25, indicated that during the second year of the program, eight of 12 items were correctly answered by at least 75% of the responses. On one other item, 74% of the responses were answered correctly. The following year has witnessed about the same level of achievement as indicated by seven of 12 items having reached the desired goal of correct responses made by 75% of the population. On two additional items, at least 72% of the responses were marked correctly. It is interesting that the location for issuing social security cards provides the youth the greatest amount of difficulty in answering correctly. Overall, the students gave a good accounting of themselves on the basis of this cognitive test.

Objective Five

The initial Objective Five was stated as follows:

> To improve the communication process among parents, students, and teachers through mutually attended classroom workshops that are devoted to an examination of the personal and social problems that affect students' success in school.

Data to evaluate this objective during the first year were obtained from Table 15, items 1, 2, 3, 4 and 10. Eleven of 14 items on Table 16 (excluding items 2, 4, and 10, which were analyzed in the discussion of Objective Two), were used to evaluate this objective.

The overwhelming majority of parents felt they had good communication

with the Prep Centers. They believed, as a group, that their children were finding the Prep Center a useful means of adjusting to high school.

The feeder school teachers, when responding to items about Objective Three, gave strong backing to the Prep Center programs as was the case with the responses for Objective Two. To point out more specific information on Table 15, over 80% of the instructors felt that the students from the various feeder schools adjusted quite well to each other. Approximately the same proportion perceived the transporting of the students to the centers as a satisfactory arrangement. Three-fourths of the instructors believed the discipline was as good or even better than at their feeder school. This result again supports the view that the students from various schools seemed to adjust quite well in educational settings that differed somewhat from the familiar setting of their own school.

The remaining two years saw the Fifth Objective written thus:

> Parents will demonstrate knowledge of activities at the Prep Center and their children's attitudes and awareness of the local high school and its curricula through their direct participation in center activities and/or feedback from their children. Parents' responses will take the form of oral communication to center staff or the completion of a written questionnaire specifically designed for the purpose.

For the second year the data were obtained from Tables 20 which was a pre-test given to parents the first day of enrollment at the Prep Center. Additional data were reported in Table 21 which was a post-test given to parents near the end of their child's Prep Center session.

The findings in Objective Five during 1972-73 indicated that the attitudes of parents were favorable to the Prep Center concept. Even though the proportion of parents who actively participated in Area Prep Centers was limited, they generally felt comfortable with their knowledge of the activities in the program.

On the pre-test (Table 20), it is observed that a low of 80% to a high of 92% of the parents selected the positive responses to the items in the pre-test. This highly favorable response set indicated that the parents felt quite satisfied with their children's attitudes and awareness of high school before they entered the Area Prep Center Program. On the post-test (Table 21), the parents were again asked to respond to the same items they answered three weeks previous on the pre-test. The positive responses were even of higher proportions than on the pre-test. Approximately 90% of the responding parents viewed the Area Prep Center Program toward achieving the goals stated in Objective Five as quite satisfactory.

The information for Objective Five for the 1973-74 school year is shown in Table 23 and includes items 2, 4, 5, 6, and 7. The format and administration of this instrument were discussed with the analysis of Objective Two. The perusal of the results shown on this table and specifically at those items which are to be discussed for this objective indicated overwhelming support for the Area Prep Centers Program by the parents. For this Objective Five a high of 95.88% to a low of 74.07% of the parents selected the positive responses.

The parents all during the time of the Area Prep Centers project appeared quite pleased with their child's educational experience. Their willingness to support this activity did much to strengthen the program over the entire scope of three years.

Objective Six

The first year objective stated:

> To develop a model center in each area that will be applicable to and expandable to other communities and school districts.

The instrument used to obtain information and to analyze the findings

and attainment of Objective Six is first reported in Table 27. The 20 items in this table correspond to those in the instrument. This instrument was administered to: 1) center coordinators, 2) permanent center teachers and aides, 3) high school counselors, and 4) the local Prep Center Advisory Council. These groups of individuals responded to the survey instrument entitled, "School and Community Views About the Prep Center Program" (see Appendix A).

In order to determine the extent which the goal of developing model centers for other educational centers to study, it was necessary to construct and ask pertinent questions of the individuals who have worked most closely with the Area Prep Centers during the past year such as the groups named in the preceding paragraph. The instrument was shortened and used without further modification for the last two years of funded operation.

An overall perusal of the results as shown in Table 27 strongly indicates a most supportive attitude about the Area Prep Center program. In fact, the respondents to the questionnaire, as a combined group, were of the opinion that the Area Prep Center concept should be even more extensive and wider in scope. For example, more than one-half believed the program in the centers should have more extensive parental and community involvement. Approximately one-fourth were of the opinion that the feeder school students should have more extensive contact with the community agencies. About one-fourth believed that the sessions should be longer in time than the designated two and three weeks allotted the first year. Also, approximately one-half of the respondents believed that more student involvement with the local high schools was needed in order to better meet the goals of the Area Prep Centers.

For the purposes of the third year and final report, the results as seen in Tables 28 and 29 will be reported in the analysis of Objective 6. The modified version of this objective, as written at the conclusion of the

of the first year of funded operation (1971-72), reads as follows:

> Progress will be made toward developing a model center in each Area, applicable to and expandable to other communities and school districts. A measure of this progress will be gained from a questionnaire designed for the purpose and administered to members of the Center Advisory Council, Center coordinators, teachers, teacher aides, and participating high school counselors.

As stated earlier, the modified form of the first instrument was used to assess the attainment of this variable for the last two years, 1972-73 and 1973-74. The instrument was distributed to the respondees the last month of each academic year.

A broadly scoped examination of the findings, as reported by five groups over the three-year period, indicated several significant results.

1. Individuals who worked closely with this program believed that the objectives of the Area Prep Centers were being met.

2. All segments of the program, from student adjustment to the quality of the academic program offered, received strong support of Prep Center personnel and advisory councils.

3. This affirmative perception of the Area Prep Center programs would indicate that they believe the philosophy and operation of this project could well serve as a model for other educational bodies to study.

4. There was an overwhelming viewpoint that the youth have gained a valuable input about their local public high schools.

5. The Prep Center Program provided a needed background of information and experiences in preparation for high school enrollment.

6. Two critical factors associated with the success of this project received almost unanimous vote of confidence:

   a. The Prep Center Program enhanced the student's understanding of high school.

b. Students from the different feeder schools adjusted to each other quite well.

7. On most items, 75% of the personnel believed that the goals of the Area Prep Centers were being adequately met.

8. A minority of personnel believed that increased student contact with the high school would be desirable.

9. More interaction among students at the Area Prep Center was viewed as a desired outcome.

10. Approximately 40% of the respondents called for greater parental and community involvement.

The affirmative support given by the personnel associated with the Area Prep Centers indicated that goals of this program are being met and that the philosophy and operation of this project could serve as a model for other educational bodies to study and implement.

Follow-up Study

The professional staff and the outside evaluators believed that a follow-up survey should be conducted of the students who matriculated during the first two years of the program. It was decided that a survey instrument would be administered during the second semester of the 1973-74 school year. The purpose of the instrument was to ascertain how the students perceived their Area Prep Centers experience after they had enrolled in high school. The instrument was developed by the outside evaluators. The director and the professionals of the Area Prep Centers evaluated, restructured, and approved the final form of the instrument used for the follow-up. As shown on Table 30, the 12 question opinionnaire was titled "Prep Center Program Follow-up." The items ranged over the scope of educational practices and

issues included in the six objectives of the project.

As observed on Table 30, the respondents were classified by grade level; namely, freshman and sophomore. The combined results are also included in the table. The instrument was administered to the former Area Prep Center students in their respective high schools. To make an obvious point, only those students who participated in the program for the first two years of the program were included in the population. A further limiting factor was that those former Prep Center students not enrolled in any one of the three participating local high schools were not part of this follow-up.

To analyze the findings point by point, it is observed that about 70% of the students maintained friendships first developed at the Prep Center. As expected, a greater proportion of freshmen responded with a "yes" to the first item. It is interesting to note on item 2 that about the same percentage of youth responded in an affirmative manner both as Prep Center and high school students on the matter of the interaction of youth from varied backgrounds.

In this follow-up, we observe that three-fourths of the students believed their Prep Center experience helped them get acquainted with the high school. When they were attending the Prep Center, greater optimism prevailed. However, the students are now in the day-to-day milieu of a complex educational setting and they have gained considerable "moxy" since leaving the eighth grade. Observe further, that the freshmen respond more favorably. By the time they are sophomores, the youth feel more self sufficient and feel that acceptance and achievement are largely their own doing.

The outside evaluators view the 53% who are participating in extra-class activities as a favorable proportion. The Prep Center program did encourage student investigation of the extra-class activities as part of their visiting program of the high school. This may have led to an increased

awareness on the part of the youth about these activities. It is well-known that few youth who participate in extra-class activities drop out of school. It also provides an opportunity for strong peer support. Educators would hope for a higher percentage, but it is often difficult to obtain a greater degree of participation in the large city school setting.

The study of careers in the Area Prep Centers was a popular part of the program. It was well received by students, parents, and teachers as indicated by the findings reported earlier in the study. A higher proportion of sophomores responded negatively to item 6. This might well be a reflection of the changing interests of the adolescents as they grow older. Actually, the Area Prep Centers unit on careers was exploratory in nature and was aimed at getting students to become aware of the work world.

Item 12 is closely related to item 5 which was just discussed. Approximately two-thirds of the youth believed the Prep Center Program gave them better ideas of the work world operation. This is a slightly lower proportion of positive responses than was reflected in item 5. It might be observed that a follow-up careers program might be a useful program that could build upon the Prep Center experience.

Item 6 is related to items 1 and 2. Again, the sophomores were more apprehensive about their Prep Center experience as a means of improving relationships with peers. Yet, it is good to note that 70% did feel that the Prep Center program was beneficial in this critical, but often abstract, area of educational and social growth.

"Were the things you learned at the Prep Center useful in selecting high school courses?" was item 7 on the questionnaire. Slightly more than half of the sophomores responded with "yes," though 62% of the freshmen reacted in

in this manner. It is not clear how much the selection of specific courses for high school was stressed at the Prep Centers. However, a sizeable group believed that the information provided did not particularly assist them in this decision-making process.

The response to item 11 appears to have a similar pattern to item 7. The negative responses could be a reaction to the situation "as is" in the high school, not of the Prep Center. Obviously, this is an unknown factor. The negative proportion seems high, and increased contact by eighth graders with high school personnel still appears as an initial factor.

It is noteworthy that over 90% of the students believed that eighth graders would benefit from the Prep Center experience. It appears as if the total picture of the Prep Centers was perceived favorably by the students. A minority may be critical of part of the program, but the total educational experience of any program is a core factor in evaluating the worthiness of an endeavor. Good parental support was a feature of the Area Prep Centers for all three years. The students generally believed (see item 10) that their elders looked upon the program favorably.

The follow-up study did give the readers a good indication of how students felt about their Prep Center after leaving it. Some findings were interesting and do raise questions for further study. Yet, the findings support the view that the Area Prep Center Program did indeed achieve many goals to ease the articulation problems of the participants.

Summary of Findings

The findings and conclusions offered in this evaluation are based on:

1. Data received in response to the instruments analyzed in this report.
2. Observation of Area Prep Centers.
3. Meetings with personnel involved with the Area Prep Centers.
4. Comparison with results found during the first, second, and third years of operation.

The goals of the Area Prep Centers were formulated as stated by the six objectives of this project. Findings pertaining to the six objectives were analyzed and reported in the previous discussion. This analysis was based on the results of data collected by instruments specifically constructed for the evaluation of the Area Prep Centers. All but one of the objectives sought to ascertain the perceptions of the respondents. The exception, Objective Four, was directed more at measuring the cognitive aspects of the vocational and career opportunities unit.

Objective One sought input about peer group interactions at the Area Prep Centers. Both before and after their Prep Center experience, the students exhibited confidence about their desire and ability to get along with peers from other schools. This positive confidence also existed when the youth were asked about the relationships among youth from varying ethnic and social backgrounds. The eighth graders in this study also believed the Prep Center experience would help them to adjust to the high school program.

Adjustment to high school can be facilitated if the students have opportunities to participate in high school activities and meet both the students and educators. Basically, Objective Two was directed at this concern. Parents and feeder school teachers were asked to evaluate the Area Prep Centers'

efforts to provide a transition from the eighth grade to high school for the participating students.

Parental support was actively encouraged for the youth were part of an innovative educational program. The findings indicated that, for the three-year period, parents viewed the Area Prep Centers as a most useful program for their child. The unit on careers throughout the program period had over 90% parental support. The Prep Centers were favorably perceived as an effective articulation agency for aspiring high school freshmen. They reported that their children exhibited a greater degree of interest in high school since attending the Prep Center.

Feeder school teachers overwhelmingly supported the Area Prep Centers along with the children's parents. Support from the teachers grew each year. Familiarity with the program and opportunities to teach at the Prep Center more than once were factors associated with increasing support.

The third objective focused on the effectiveness of the Area Prep Centers in helping eighth graders adjust to high school. Most of the youth had a positive outlook toward the local high school, and their participation in high school activities was generally viewed as a pleasant and useful experience. The great majority of youth believed that they communicated quite well with parents on their Prep Center experience.

Input was also sought from the feeder school teachers and their responses were strongly favorable. They believed that the human relations factor among the youth was a plus in helping the youth adjust to each other and the high school. As might be expected, teachers' responses indicated some apprehension about the curriculum and the flexible features of the program, but by the third year this concern had decreased.

The ease with which the youth acclimate themselves to the high school scene is influenced by the degree to which their future goals are clarified. The career individuals select strongly affects human behavior. A knowledge about occupations would plausibly help the youngsters to establish a direction in their high school program. The Area Prep Centers unit on careers was seen as a step toward helping the students develop an increased awareness of occupations which in turn would offer them a greater sense of direction in high school. The cognitive tests were constructed to ascertain degree of understanding of this area of knowledge. The first year test was aimed at determining student knowledge about specific occupations. The test constructed for the remaining two years of the program sought student understandings within a more generalized context. The evaluators believed that the student gave a satisfactory accounting of themselves based on the proportion of correct responses on the tests over the three-year period.

Objective Five sought parental input about their impressions of the operation of the three Area Prep Centers. They expressed confidence that the Area Prep Center program facilitated the students' understanding of the high school program.

Objective Six had as its central purpose to determine whether or not the Area Prep Center program provided the basis for a model program for other educational units. The results strongly indicate that the Area Prep Center model may well provide the impetus for changes in other educational areas. Highly affirmative support was given by the 1) Center coordinators, 2) permanent center teachers and aides, 3) high school counselors, and 4) the local Prep Center advisory council. The goals of the Area Prep Centers were met.

The evaluators throughout the three years made on-site visits to the

three Area Prep Centers. They met with the various personnel at the centers. The students appeared interested in their tasks, and the relationship among the children seemed most satisfactory. A wide variety of instructional activities were observed. The morale of the staff and feeder school teachers was by every indication very good. The permanent staff changed very little over the three years which fostered a continuous up-grading of the Area Prep Centers' concept.

The physical facilities varied among the three Centers, but the staff did a good job with adjusting to any limitations. Transporting the pupils appeared as no major problem, though inconveniences were noted. The need for flexible schedules in the program caused transporting problems at selected times. The experienced permanent staff had built sufficient flexibility in their programs and activities to adjust to changes as needed in a program.

The evaluators have always received full cooperation from the Department of Government Funded Programs. Those involved with the project have done much to facilitate the evaluation of the Centers, and needed data and information were efficiently forwarded to the evaluators.

The on-site visits indicated to the evaluators that the Area Prep Center succeeded so well because a wide range of individuals were actively supporting it. The excellent staff at each of the Centers received good back-up support from the Department of Funded Programs, feeder school teachers, parents, community personnel, and teachers. The "team" approach has operated well for the benefit of the Area Prep Centers students.

The follow-up study was conducted the second semester of the 1973-74 school year. Those youth who were enrolled in one of the three local high schools who had participated in the Area Prep Centers' program were the

respondents in this study. Even though this population had been away from the Prep Centers for some time, they generally viewed their experience at the Centers helpful. Over 90% believed that this program should continue for the eighth graders. On all questions, a good majority responded in an affirmative manner. Most concern expressed was the amount of help the Prep Centers were in the relation of courses and careers. In summary, the follow-up study does affirm the view by the outside evaluators about the success of the Area Prep Centers.

Conclusions

As the evaluators weighed the findings from the instruments constructed specifically for the Area Prep Centers project, the on-site visits and the meetings with Department of Government Funded personnel, it is concluded that many significant contributions were made by this program.

1. The Area Prep Centers provided a model for developing a comprehensive articulation program for eighth graders entering high school in the fall. To make a successful model, many practices were instituted which involved intensive community involvement, career education, high school visitation and participation, team instructional approach, and fostering of human relations by students from various schools.

2. The career and occupations instructional program played an important articulation function for eighth graders. The students studied careers with a wide range of instructional aids which included field trips and meetings with representatives from specific occupations, in addition to the study of reading materials and use of audio-visuals. This unit certainly should help the youth to gain some awareness of the work world, which is an environment almost unknown to many youth.

3. The faculty at the three local participating high schools were involved in providing the student participants' activities and information about life as a freshman. Counselors were available for the students to answer questions about the high school. This contact provided a systematic opportunity for the Area Prep Center students to gain first-hand and realistic information about enrolling and being a student in the ninth grade.

4. The Area Prep Centers also provided elementary schools and upper grade centers opportunities to work with articulation of their eighth graders. The children's teachers had opportunities to work with students from different schools. They observed how their students met the challenges of relating and studying with a wide range of peers. The teachers also had opportunities to become part of a team using innovative educational approaches to instruction. Additionally, they gained a close contact with the local high school which should improve their knowledge about the problems the youngsters face upon graduation from the elementary school.

5. Fifth, the Area Prep Centers provided many opportunities for community and parental involvement. The students visited many community agencies covering the business, educational, professional, and religious spectrum. The activities included having community members visit the students at the center. Parents participated via questionnaires and invitations to help and observe at the Center.

6. The Area Prep Centers presented students from elementary schools with the challenge of interacting with students from various backgrounds within an educational setting. It was hoped that this would have a meaningful carry-over effect into high school. Results from the follow-up indicated that this goal was a reality as perceived by a great majority of students.

7. It would appear that a program including activities developed in the Area Prep Centers program should be included in all high school programs. An orientation to high school while the children are still in eighth grade provides them with an opportunity to evaluate high school within the security of still being enrolled in their elementary or upper grade center building. It is the recommendation of the evaluators that a concerted effort be made to institute the findings of the Area Prep Centers into the eighth grade-high school articulation program.

APPENDIX

Sample Evaluation Sheets

(Obj. 2, 3 Post)

AREA HIGH SCHOOL PREP CENTERS
TITLE III, ESEA
CHICAGO PUBLIC SCHOOLS

DATE _____

AREA CENTER (CIRCLE): A B C

TEACHERS' VIEWS ABOUT THE PREP CENTER

Directions:

Do not put your name on this paper.

The purpose of this survey is to gain information about how you, as a teacher at the Prep Center, viewed the program offered to the students.

* * * * * * *

1. Do you believe that the students from the different feeder schools adjusted quite well with each other?

   ____Yes
   ____No

2. Do you believe the students have a better understanding of the roles of high school counselors since they have completed their Prep Center experience?

   ____Yes
   ____No

3. Do you believe that the visits to the high school were useful in helping the students better understand the programs and activities of the high school?

   ____Yes
   ____No

4. Generally speaking, do you believe that Prep Center activities will help facilitate the students' transition from elementary to high school?

   ____Yes
   ____No

5. Did your participation in the Prep Center allow you greater opportunities to try more flexible and varied instructional activities?

   ____Yes
   ____No

6. Did the bus transportation cause many problems?

   ____Yes
   ____No

(Obj. 7, ? Post)

7. Were the educational equipment and materials adequate and available for the Prep Center program?

____Yes
____No

8. Will the curricula at the Prep Center be useful in helping students become better high school students?

____Yes
____No

9. Was this the first time you taught at a Prep Center?

____Yes
____No

If you answered this question no, do not answer the following question.

10. Do you believe the objectives of the Prep Center were effectively communicated?

____Yes
____No

11. Were the materials on vocational information adequate and helpful?

____Yes
____No

12. Did you gain additional information about the programs offered at the high school while you were teaching at the Prep Center.

____Yes
____No

(Obj. 1, 3 Pre.)

AREA HIGH SCHOOL PREP CENTERS

TITLE III, ESEA

CHICAGO PUBLIC SCHOOLS

DATE _____

AREA CENTER (CIRCLE) A B C

ELEMENTARY SCHOOL:

_____

STUDENT REACTIONS TO THE PREP CENTER PROGRAM

Directions:

Do not put your name on this paper.

How do you feel about the Prep Center program? That is what we would like you to tell us in this questionnaire. This is not a test. You simply tell us how you feel about the Prep Center. Your views will be useful in helping to improve the Prep Center program.

Read each question carefully. Answer every question by checking the response(s) that most closely describe(s) your feelings.

* * * * * * * * * *

1. Do you know why you are attending the Prep Center?

   _____Yes

   _____No

2. Will you enjoy going to school at the Prep Center?

   _____Yes

   _____No

3. Do you believe you will enjoy going to school at the Prep Center with students from other schools?

   _____Yes

   _____No

4. Do you believe that students from other schools will treat each other kindly and fairly?

   _____Yes

   _____No

(Obj. 1, 3 Pre.)

5. Do you think that going to the Prep Center will help you to get along with other students when you go to high school?

_____Yes

_____No

6. Do you feel that students of different races or backgrounds will treat you kindly and fairly?

_____Yes

_____No

7. I plan to attend:

_____1) Local public high school
_____2) Public vocational high school
_____3) A parochial or private high school
_____4) Other. Please specify _____

8. What type of program or courses do you hope to follow at the high school you will attend?

_____1) General education program
_____2) Program for college preparation
_____3) Vocational education program
_____4) I don't know

9. What do you think of the local high school?

_____1) I think it is a great place.
_____2) I think it is OK.
_____3) I do not like the school.
_____4) I know little about the school.

10. How do your parents feel about your going to the local high school?

_____1) We frequently talk about it.
_____2) It is just expected that I will go.
_____3) We seldom talk about it.
_____4) I don't know.

(Obj. 1, 3 Post)

DATE _____

AREA HIGH SCHOOL PREP CENTERS

AREA CENTER (CIRLCE) A B C

TITLE III, ESEA

ELEMENTARY SCHOOL

CHICAGO PUBLIC SCHOOLS

_____

STUDENT REACTIONS TO THE PREP CENTER PROGRAM

Directions:

Do not put your name on this paper.

How do you feel about the Prep Center program? That is what we would like you to tell us in this questionnaire. This is not a test. You simply tell us how you feel about the Prep Center. Your views will be useful in helping to improve the Prep Center program.

Read each question carefully. Answer every question by checking the response(s) that most closely describe(s) your feelings.

* * * * * * * * * *

1. Do you know what the purposes of your attending the Prep Center were?

   _____Yes
   _____No

2. Did you enjoy going to school at the Prep Center?

   _____Yes
   _____No

3. Were you satisfied with most of the students from the other schools while you were at the Prep Center?

   _____Yes
   _____No

4. Did students from other schools treat each other kindly and fairly?

   _____Yes
   _____No

5. Do you think that going to the Prep Center will help you get along better with other students when you go to high school?

   _____Yes
   _____No

(Obj. 1, 3 Post)

6. Did you feel that the students of different races or backgrounds treated you kindly and fairly?

_____Yes
_____No

7. Were the things you learned and did at the Prep Center useful in helping you understand your local high school better?

_____Yes
_____No

8. I plan to attend:

_____1) Local public high school
_____2) Public vocational high school
_____3) A parochial or private high school
_____4) Other. Please specify _ _____

9. What type of program or courses do you hope to follow at the high school you will attend?

_____1) General education program
_____2) Program for college preparation
_____3) Vocational education program

10. What do you think of the high school you visited?

_____1) I think it is a great place.
_____2) I think it is OK.
_____3) I do not like the school.

11. How do your parents feel about your going to the local high school

_____1) We frequently talk about it.
_____2) It is just expected that I will go there.
_____3) We seldom talk about it.
_____4) I don't know.

12. Did you enjoy visiting a class at your local high school while you were enrolled at the Prep Center?

_____Yes
_____No

(Obj. 2, 3, 5)

AREA HIGH SCHOOL PREP CENTERS

TITLE III, ESEA

CHICAGO PUBLIC SCHOOLS

DATE _____

ELEMENTARY SCHOOL:

_____

PARENTAL VIEWS OF THE PREP CENTER PROGRAM

Directions:

Your child is enrolled in one of the High School Prep Centers. Th program is supported by federal funds. As part of the evaluation of th program, parents are being asked to respond to this questionnaire. The purpose of this inventory is to determine how parents feel about the Prep Center program. Your cooperation in answering and returning the questionnaire will be appreciated. Your views will help us to improve High School Prep Center program. Please have your child return the com pleted questionnaire to the Prep Center tomorrow. You need not put you name on this paper.

* * * * * * * * * *

1. Do you think that your child has a better understanding of program and courses offered at the high school since going to the Prep Cen

_____Yes
_____No

2. Do you believe that your child benefited from meeting children fro various schools enrolled at the Prep Center?

_____Yes
_____No

3. Do you believe that your child benefited from his visits that he m to the high school while enrolled at the Prep Center?

_____Yes
_____No

4. Do you think your child knows where to go to find information and when he goes to high school?

_____Yes
_____No

5. Do you believe that studying about occupations and careers at the Prep Center is a good idea?

_____Yes
_____No

(Obj. 2, 3, 5)

6. Do you believe parents are given enough opportunity to participate in the Prep Center program?

_____Yes
_____No

7. Were you given adequate information about the activities of the Prep Center your child is attending?

_____Yes
_____No

(Obj. 1, 3 Post)

AREA HIGH SCHOOL PREP CENTERS

TITLE III, ESEA

CHICAGO PUBLIC SCHOOLS

DATE _____

AREA CENTER (CIRLCE) A B C

ELEMENTARY SCHOOL

_____

STUDENT REACTIONS TO THE PREP CENTER PROGRAM

Directions:

Do not put your name on this paper.

How do you feel about the Prep Center program? That is what we would like you to tell us in this questionnaire. This is not a test. You simply tell us how you feel about the Prep Center. Your views will be useful in helping to improve the Prep Center program.

Read each question carefully. Answer every question by checking the response(s) that most closely describe(s) your feelings.

* * * * * * * * * *

1. Do you know what the purposes of your attending the Prep Center were?

_____Yes
_____No

2. Did you enjoy going to school at the Prep Center?

_____Yes
_____No

3. Were you satisfied with most of the students from the other schools while you were at the Prep Center?

_____Yes
_____No

4. Did students from other schools treat each other kindly and fairly?

_____Yes
_____No

5. Do you think that going to the Prep Center will help you get along better with other students when you go to high school?

_____Yes
_____No

(Obj. 1, 3 Post)

6. Did you feel that the students of different races or backgrounds treated you kindly and fairly?

_____Yes
_____No

7. Were the things you learned and did at the Prep Center useful in helping you understand your local high school better?

_____Yes
_____No

8. I plan to attend:

_____1) Local public high school
_____2) Public vocational high school
_____3) A parochial or private high school
_____4) Other. Please specify _____

9. What type of program or courses do you hope to follow at the high school you will attend?

_____1) General education program
_____2) Program for college preparation
_____3) Vocational education program

10. What do you think of the high school you visited?

_____1) I think it is a great place.
_____2) I think it is OK.
_____3) I do not like the school.

11. How do your parents feel about your going to the local high school?

_____1) We frequently talk about it.
_____2) It is just expected that I will go there.
_____3) We seldom talk about it.
_____4) I don't know.

12. Did you enjoy visiting a class at your local high school while you were enrolled at the Prep Center?

_____Yes
_____No

(Obj. 1, 3 Pre.)

AREA HIGH SCHOOL PREP CENTERS

TITLE III, ESEA

CHICAGO PUBLIC SCHOOLS

DATE _____

AREA CENTER (CIRCLE) A B

ELEMENTARY SCHOOL:

_____

STUDENT REACTIONS TO THE PREP CENTER PROGRAM

Directions:

Do not put your name on this paper.

How do you feel about the Prep Center program? That is what we would like you to tell us in this questionnaire. This is not a test. You simply tell us how you feel about the Prep Center. Your views will be useful in helping to improve the Prep Center program.

Read each question carefully. Answer every question by checking the response(s) that most closely describe(s) your feelings.

* * * * * * * * * *

1. Do you know why you are attending the Prep Center?

_____Yes

_____No

2. Will you enjoy going to school at the Prep Center?

_____Yes

_____No

3. Do you believe you will enjoy going to school at the Prep Center with students from other schools?

_____Yes

_____No

4. Do you believe that students from other schools will treat each other kindly and fairly?

_____Yes

_____No

(Obj. 1, 3 Pre.)

5. Do you think that going to the Prep Center will help you to get along with other students when you go to high school?

_____Yes

_____No

6. Do you feel that students of different races or backgrounds will treat you kindly and fairly?

_____Yes

_____No

7. I plan to attend:

_____1) Local public high school
_____2) Public vocational high school
_____3) A parochial or private high school
_____4) Other. Please specify _____

8. What type of program or courses do you hope to follow at the high school you will attend?

_____1) General education program
_____2) Program for college preparation
_____3) Vocational education program
_____4) I don't know

9. What do you think of the local high school?

_____1) I think it is a great place.
_____2) I think it is OK.
_____3) I do not like the school.
_____4) I know little about the school.

10. How do your parents feel about your going to the local high school?

_____1) We frequently talk about it.
_____2) It is just expected that I will go.
_____3) We seldom talk about it.
_____4) I don't know.

AREA HIGH SCHOOL PREP CENTERS
TITLE III, ESEA
CHICAGO PUBLIC SCHOOLS

PREP CENTER PROGRAM FOLLOW-UP

The purpose of this questionnaire is to obtain your views on the Area Prep Center you attended when you were enrolled in eighth grade. We are also interested in finding out if the Prep Center has helped you in high school. This is not a test. We do not want your name.

Read each question carefully. Answer every question by checking the response(s) that most closely describe(s) your feelings.

* * * * * * * * * * * * *

Are you a freshman _____ or sophmore _____ ?

1. Did you keep some of the friendships you first made at the Prep Center?

_____Yes
_____No

2. Do you believe that attending the Prep Center helped students from different races and backgrounds treat each other kindly and fairly in high school?

_____Yes
_____No

3. Do you believe that the visits you made to the high school when you were at the Prep Center helped you in getting acquainted with the high school?

_____Yes
_____No

4. Are you participating in extra-class activities (example: sports, school clubs, plays, music, etc.

_____Yes
_____No

List the activities:

5. Do you believe that your study of occupations is useful to you now that you are in high school?

_____Yes
_____No

6. Do you believe that going to the Prep Center helped you get along better with students from other schools?

_____Yes
_____No

7. Were the things you learned at the Prep Center useful in selecting high school courses?

_____Yes
_____No

8. Do you think that eighth graders should have the opportunity to attend Prep Centers?

_____Yes
_____No

9. Do you believe the tours you took visiting different businesses and agencies were useful?

_____Yes
_____No

10. Do your parents believe that your attendance at the Prep Center was useful?

_____Yes
_____No

11. Do you feel that your visits to the high school helped you to learn how to get assistance from teachers and counselors in your high school?

_____Yes
_____No

12. Do you believe that your study of careers has given you a better idea of what type of job you hope to have?

_____Yes
_____No

(Obj. 4)

AREA HIGH SCHOOL PREP CENTERS

TITLE III, ESEA

CHICAGO PUBLIC SCHOOLS

DATE_____

AREA CENTER (CIRCLE): A B C

ELEMENTARY SCHOOL:

_____

MALE_____ FEMALE_____

YOUR KNOWLEDGE ABOUT OCCUPATIONS

DIRECTIONS

You have just completed a unit on occupations at the Prep Center. Please answer the questions below by circling ONE letter (a,b,c, or d) which you believe is the most correct answer for each question. Do not put your name on this paper; nobody wants to know "who says what." Read each question carefully before answering.

1. Which one of the following is the best source of information about occupations in which you might be interested?

   a. The Encyclopedia
   b. The Occupational Outlook Handbook
   c. The World Almanac

2. Who is the best person to go to in the high school about the world of work?

   a. A teacher
   b. A counselor
   c. A coach

3. Which of the following occupations requires apprenticeship training before admittance to a union?

   a. Secretary
   b. Plumber
   c. Commercial Artist
   d. Salesman

4. Which of the following fields of knowledge are most important to a student interested in becoming an engineer?

   a. History and geography
   b. Science and mathematics
   c. Foreign language

5. What is the best source of information about currently available employment?

   a. Radio announcements
   b. Magazine articles
   c. Newspaper want-ads

6. Which of the following occupations requires at least a four-year college degree for entrance into employment?

   a. Auto Mechanic
   b. Sales clerk
   c. Lawyer
   d. Secretary

7. A student in Chicago who is 14 or 15 years of age and wishes to work after school or obtain summer employment must request a work permit from:

   a. The Bureau of Pupil Personnel Services, Chicago Board of Education
   b. The local police station
   c. The United States Post Office

8. A person should begin making his career plans by looking first at his:

   a. Interests, aptitudes and abilities
   b. His high school course book
   c. His parents' occupations

9. Which occupation would you choose if you like to work with people?

   a. Chemist
   b. Teacher
   c. Truck driver
   d. Construction worker

10. Which occupation would you choose if you like to work with things?

    a. Salesman
    b. Social worker
    c. Teacher
    d. Appliance serviceman

11. In a modern hotel, "front of the house" jobs include:

    a. Executive chef and housekeeper
    b. Room clerk and bellman
    c. Belt packer and molder
    d. X-ray technician

12. Who issues the Social Security Card?

    a. The United States Post Office
    b. The Office of Health, Education, and Welfare
    c. City Hall
    d. Illinois State Employment Service

(Obj. 6)

AREA HIGH SCHOOL PREP CENTERS
TITLE III, ESEA
CHICAGO PUBLIC SCHOOLS

DATE_____

AREA CENTER (CIRCLE): A B C

SCHOOL AND COMMUNITY VIEWS ABOUT THE PREP CENTER PROGRAM

Directions:

Do not put your name on this paper.

How do you feel about the Prep Center program? That is what we would like you to tell us in this questionnaire. This is not a test. You simply tell us how you feel about the Prep Center. Your views will be useful in helping to improve the Prep Center program.

Read each question carefully. Answer every question by checking the response(s) that most closely describe(s) your feelings.

* * * * * * *

1. The Prep Center has improved the students' understanding of high school.

   ____Yes
   ____No

2. Do you believe that students from the different feeder schools have enough opportunity to interact with each other?

   ____Yes
   ____No

3. Was information about the Prep Centers adequately disseminated throughout the community?

   ____Yes
   ____No

4. Sufficient opportunity was provided the Prep Center students to study the co-curricular class activities at the high school.

   ____Yes
   ____No

5. Did the students from the various feeder schools adjust to each other quite well at the Prep Center?

   ____Yes
   ____No

6. Students were given sufficient opportunity to become acquainted with the high school.

   ____Yes
   ____No

(Obj. 6)

7. Students had sufficient opportunities to meet with the high school counselor.

____Yes
____No

8. Students were provided with sufficient opportunities to study and visit community agencies.

____Yes
____No

9. Parents and the members of the community are sufficiently involved in the Prep Center program.

____Yes
____No

10. Additional comments:

Part II

Narrative Report

Sections III - VII

Section III

A. Change in the Local Educational Agency

As a result of the model program established in this project, communication between high school and elementary school faculties has increased. Both groups have seen the beneficial effects of the orientation program.

Eighth grade teachers from 31 public and 7 nonpublic schools have become more aware of the need to better orient eighth graders to the high school environment. Teachers from these feeder schools have visited the high school during the three week period. While there they had the opportunity to study the curriculum, guidance program, extra-curricular activities, and become familiar with the physical plant.

The project has provided teachers with a variety of experiences in the area of career information and has enabled them to develop teaching units supported by this essential knowledge.

Due to their involvement in this project, the participating teachers are better equipped to orient future eighth graders who may not have the opportunity to attend a prep center.

Staff of the three high schools have become more aware of the problems facing the freshman who is leaving the familiar environment of a small school. They have seen the effect of Prep Center experience on the freshman who enters with knowledge of many aspects of the high school.

B. and C. Cooperating Agencies

Interested individuals and community agencies have given generously of their time and resources to help the Area High School Prep Centers develop a program designed to meet program objectives. Businesses, community organizations, and public agencies offered the students a variety of guided tours, and representatives from these groups were made available for student interviews. The following organizations and agencies cooperated by providing the field experiences which enabled pupils to observe a wide spectrum of occupations:

Adler Planetarium
American National Bank
Beverly Bank
Calumet Region Sewage Plant
Chicago Historical Society
City of Chicago:
  City Hall
  Civic Center
  Fire Department: Fire Academy and Fire Boat
  Police Department Communication Center
  Water Filtration Plant

Chicago Mercantile Exchange
Chicago Sun-Times
Children's Memorial Hospital
Clarke Equipment Company
Field Museum of Natural History
First National Bank of Chicago
Hull House
Jay's Potato Chip Company
Johnson Publications
Jones Commercial High School
Lincoln Park Zoo
Lownick Medical Center
Malcolm X College
Museum of Science and Industry
Oriental Institute
Patricca's Restaurant
Platt's Historic House
Prosser Vocational High School
Quaker Oats Company
Queen of the Sea Restaurant
Reed's Photography
Schwinn Bicycle Company
Shedd Aquarium
Sherwin-Williams Paint Company
Trans World Airlines - O'Hare Field
United Parcel Service
United States Post Office - Main Branch
University of Chicago
University of Illinois at Chicago Circle
Washburne Trade School
Westinghouse Vocational High School

Representatives of the following community agencies and business establishments visited centers and addressed the pupils:

Bartolomeo and Hansen, Architects
Better Business Bureau
Commonwealth Edison Company
Chicago Board of Education:
  Farragut High School
  Morgan Park High School
  Senn High School
Chicago Tribune
City of Chicago Police Department
Cook County Forestry Bureau
Illinois Bell Telephone Company
Illinois Environmental Protection Agency
Peoples Gas Light and Coke Company
Powers School of Modeling

St. Xavier College
Social Security Administration
Trinity Lutheran Church
United Airlines
United States Internal Revenue Service
United States Navy/Armed Forces Career Opportunities

The interest, enthusiasm, questions, and comments of the students provided the adult community with a new awareness of the potentials, aspirations, and career goals of eighth graders.

Among their conclusions the outside evaluators included this significant paragraph in their Final Report of the 1972-1973 school year:

> The Area Prep Center is certainly a model for the involvement of the community with education. The students visit many community agencies covering the business, educational, professional and religious spectrum. The activities include having community members visit the students at the center. This total community approach surely has given the staff and students a perspective that is typically not available.

Section IV

Funds for the continued operation of the three Area High School Prep Centers were included in the 1974-75 supplementary budget of the LEA.

Faced with many budgetary requests for its limited funds, the Board of Education acknowledged the evaluator's report that the model centers "serve a most useful function with attainable goals."

Strong support has been developed and was expressed to the respective area associate superintendents by the parents, community, and professional staff of the local high schools and their feeder schools.

Section V

Prep Center staff have used a variety of media to disseminate information on the rationale, objectives, procedures, and results of the project:

Brochures - A descriptive brochure was prepared and then revised annually to reflect changes and current evaluation results. Approximately 5,000 copies were distributed to parents of prospective participants, community persons, and other interested individuals.

Newsletters - During the first year, newsletters were sent to participating elementary and high schools for distribution to professional and paraprofessional staff, parents of eighth graders, school advisory councils, and community groups.

News Items - Metropolitan and neighborhood newspapers have published news items about the project. Articles were also published in the "Chicago Principals Reporter" and in the "Title III Quarterly."

The project has also been described in several publications of the Chicago Board of Education, Department of Government Funded Programs.

Meetings - Local--
Staff of the project have addressed groups of parents and school advisory councils. They have discussed the activities with the professional staff of individual schools and with principals and advisory councils assembled at the district level.

Area--
The Area A High School Prep Center participated in Area A Expo in May 1973 and again in May 1974 by displaying materials, pictures, and slides depicting the project.

Statewide Title III--
The Area High School Prep Center staff presented the project and displayed materials at the two-day educational symposium, "What's Right with Illinois Education" in August 1973, and at the Second Quincy Conference on October 17-19, 1973.

Displays - Staff assembled display materials which included charts, photographs, slides, and curriculum materials to tell the story of the prep centers to all types of audiences.

Personal Contacts - As a part of the project's career information program, staff met with and disseminated information to many business firms, public agencies, and professional persons. As a result, some organizations allowed students to participate in guided tours of their establishments or sent representatives to the project site as speakers.

Locally, very effective dissemination came from student participants and their parents:

Student Newspapers - At two of the three centers, students published a newspaper during each session. Through this medium they expressed their interest, enthusiasm, and learning directly to their parents, to fellow students, and to staff in the feeder schools.

Student Logs - Daily logs kept by each student became an important means of informing parents of prep center activities. These logs were taken home at the end of each session.

Section VI

In addition to the "Area High School Prep Center Chronicle" published in 1971 and the annually revised editions of the project brochure, dissemination articles have appeared in the following:

Newspapers--

Beverly Review - March 22, 1972
Chicago Tribune - September 26, 1971 and March 5, 1972
Clark News - March 1973 (Clark Equipment Company)
Empehi - Morgan Park High School
Lerner Newspapers - September 18, 1973
North Town News - April 11, 1973
Southtown Economist - February 29, 1971, October 2, 1971, February 16 and 23, 1972, March 14, 18, and 26, 1973, February 27, 1974.
Village Green - Mt. Greenwood Elementary School

Professional Periodicals--

"Chicago Principals Reporter" - Spring 1973
"Forces for Change in Illinois Schools"
"Title III Quarterly" - Spring 1973

Board of Education, City of Chicago--

General Superintendent's Bulletin #73-909 - August 8, 1973
Newsletters published by Department of Government Funded Programs
Program Descriptions 1971, 1972, 1973
Spotlight - February 1973
Summer Program Summary Report

Section VII

One copy of each of the following items produced by the project was submitted to the Title III, ESEA Office at the time that it was produced.

Brochure - original and revised editions
Area High School Prep Centers - "Chicago Principals Reporter," Spring 1973
Area High School Prep Centers - "Title III Quarterly," Spring 1973
All news items listed in Section VI

Part III

Final Expenditure Report

SUMMARY - AUTHORIZATIONS, EXPENDITURES AND BALANCE OF TITLE III, ESEA, FUNDS

1.	Unexpended funds from Grant awarded for prior budget period	38,822
2.	Approved Grant award for budget period indicated	232,793
3.	Total funds authorized for budget period indicated	271,615
4.	Expenditures during budget period indicated	265,753
5.	Unexpended funds for the budget period indicated (Item 3 minus Item 4)	5,862

CUMULATIVE TOTALS - GRANT AWARDS AND CASH RECEIVED SINCE INCEPTION OF PROJECT

1.	Grant Awards	835,295
2.	Cash Received	233,980

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD

Signature of Project Director — Date

Signature of the Superintendent of Administrative District — Date

Signature of Superintendent, Educational Service Region — Date

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Title III, ESEA Section
316 South Second Street
Springfield, Illinois 62706

PROPOSED BUDGET SUMMARY / EXPENDITURE REPORT OF TITLE III, E.S.E.A., FUNDS

I-11

NAME AND ADDRESS OF ADMINISTRATIVE DISTRICT
Chicago Board of Education
228 North LaSalle Street, Chicago, Illinois 60601

TYPE OF REPORT (Check one)

☐ Proposed Budget Summary ☒ Estimated Expenditure Report ☐ Final Expenditure Report

ILLINOIS GRANT NUMBER: 155-3-73

PROJECTED BUDGET PERIOD: Beginning Date 6/30/73 Ending Date 6/29/74

Expenditure Accounts — EXPENSE CLASSIFICATION

FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES		CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
		Professional	Non-Professional						
1. Administration	100	33,217	2,651	1,000		754	xxxxxxx		37,622
2. Instruction	200	119,945	5,540	3,000	3,027	2,265	xxxxxxx	209	133,986
3. Attendance Services	300						xxxxxxx		
4. Health Services	400						xxxxxxx		
5. Pupil Transportation Services	500			28,226			xxxxxxx		28,226
6. Operation of Plant	600						xxxxxxx	533	533
7. Maintenance of Plant	700						xxxxxxx		
8. Fixed Charges	800	16,651	1,958	35,700			xxxxxxx		54,309
9. Food Services	900			3,786			xxxxxxx		3,786
10. Student-Body Activities	1000						xxxxxxx		
11. Community Services	1100	5,757	1,534				xxxxxxx		7,291
12. Remodeling	1220						xxxxxxx		
13. Capital Outlay-Equipment Only	1230	xxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx		xxxxxxxx	
14. Total		175,570	11,683	71,712	3,027	3,019		742	265,753

OSPI 66 04 (3/72) *(Formerly 50-03-103)*

(10) Area High School Prep Centers